

Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-

Cauca



Presented by:

Kelly Juliana Campo Saldarriaga

Luis Orlando Delgado Arias

Universidad del Cauca

Faculty of Human and Social Sciences

Degree of Modern Languages Program English – French

Santander de Quilichao

2021

Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-

Cauca



Presented by:

Kelly Juliana Campo Saldarriaga

Luis Orlando Delgado Arias

Director:

Mg. Adriana Idrobo Hurtado

Universidad del Cauca

Faculty of Human and Social Sciences

Degree of Modern Languages Program English – French

Santander de Quilichao

2021

## Table of contents

Justification.....	11
Problem statement .....	15
Objectives .....	17
General objective.....	17
Specific objectives.....	17
Reference framework .....	18
Background.....	18
International background.....	18
National background .....	19
Local background .....	20
Theoretical framework .....	21
Conceptual framework .....	24
ICT.....	24
Podcast.....	24
Didactic tool .....	25
Learning.....	25
Speaking skill .....	25
Listening skill .....	26
Education for work and human development.....	26

	iv
EFL.....	27
Colombian technical standard (CTS) .....	27
E-learning .....	27
Synchronous work .....	27
Asynchronous work.....	28
Web 2.0.....	28
Versant test .....	29
Contextual framework .....	29
Methodology.....	30
Research design .....	33
Description of the stages .....	33
First stage.....	33
Second stage .....	34
Third stage .....	36
Fourth stage .....	57
Fifth stage .....	60
Analysis .....	61
Diagnostic test .....	62
Sessions .....	66
Middle test .....	68

Final test .....	71
Interview.....	74
Conclusions .....	80
Recommendations .....	83
References .....	84
Appendix .....	89

### **List of tables**

Table 1. Schedule and dates .....	36
Table 2. Diagnostic lesson plan .....	42
Table 3. Location of Miranda lesson plan .....	43
Table 4. Tourist places of Miranda lesson plan .....	44
Table 5. Miranda's economy lesson plan .....	45
Table 6. Sports in Miranda lesson plan .....	46
Table 7. Casa de la cultura lesson plan .....	47
Table 8. La tertulia de Miranda lesson plan .....	48
Table 9. Middle test lesson plan .....	49
Table 10. La tertulia de Miranda 2 part lesson plan .....	50
Table 11. Miranda's slave bridge lesson plan.....	51
Table 12. Melany's experience lesson plan .....	52
Table 13. How Luis became a teacher? lesson plan .....	53
Table 14. Luis's experience 2 part lesson plan .....	54

Table 15. Nora's experience lesson plan .....	55
Table 16. Final test lesson plan .....	56
<b>List of graphics</b>	
Graphic 1. Average listening test (Diagnostic) .....	63
Graphic 2. Average of the speaking test (Diagnostic) .....	65
Graphic 3. Average listening test (Middle) .....	69
Graphic 4. Average of the speaking test (Middle) .....	71
Graphic 5. Average of the speaking test (Final) .....	72
Graphic 6. Average listening test (Final) .....	73
<b>List of images</b>	
Image 1. Creation of podcasts .....	38
Image 2 . Warm-up .....	41
Image 3. Synchronous and Asynchronous .....	58
<b>List of appendix</b>	
<b>Appendix A.</b> Folder of podcasts (Google Drive). .....	90
<b>Appendix B.</b> Informed consent .....	91
<b>Appendix C.</b> Scripts of the podcasts .....	92
<b>Appendix D.</b> Google forms .....	121
<b>Appendix E.</b> Speaking sessions .....	124
<b>Appendix F.</b> Middle test and final test. ....	129
<b>Appendix G.</b> Interview .....	130



## **Introduction**

The radio, multimedia contents, and reproduction devices have significant impacts on education in the 21st century, as well as the transition from traditional learning spaces of the physical classroom where desks, notebooks, and school supplies prevail, to different virtual learning environments made up of online platforms, forums, web portals, and applications for distance education through the usage of mobile devices or computers, hence the term podcast which has become more famous over time. Toledo (2019) states that a podcast is a periodic digital audio or video publication that can be downloaded from the internet. With this previous concept in mind, it might become strategic to give them a pedagogical usage as in classrooms worldwide these are becoming the latest trend. More and more educational institutions are using podcasts in their classrooms, taking into account the stimulation that this generates into learning, not only of foreign languages but also in different areas.

Ramirez Castro (2019) states that the first investigation in Colombia on the patterns and habits in digital audio consumption, led by the international advertising firm Audio.ad, concluded from a sample of 1,047 people, in July 2018, that 20 percent of those surveyed were regularly aware of and consumed podcasts, a trend worth noting. This shows how the population at the national level is adapting to the arrival of podcasts to the Colombian territory and it is beginning to show how it can take advantage of the education field.

In the formation of foreign languages, some research projects have been evidenced at the national level using podcasts in the teaching of English as a foreign language thinking of all the advantages that they provide, and the support that it becomes for the learning processes of languages worldwide due to their easy access and adaptation. In the region, there hasn't been



any evidence of a broad study regarding the issue of usage and adaptation of podcasts to support the teaching of English, it should be noted that although there have been some efforts and research at the regional level, which seeks the improvement of the level of English from the educational communities, it hasn't been a very relevant element, nor has it been given enough attention, in the understanding that there is a need to improve the English foreign language skills of students in the region.

For this reason, it is in the municipality of Miranda - Cauca where it was considered essential to carry out an investigation that could solve the unknown about; ¿How to support the listening and speaking skills of English students from the American English Center institute in the municipality of Miranda Cauca with the creation and implementation of ICTmediated podcasts? This work was carried out with a sample of 12 students from the institute, as mentioned earlier, to improve their speaking and listening skills in English as a foreign language.

In the development of the working methodology, the reflection interview that was carried out both through Google forms and Google Meet, constituted a fundamental role by allowing the identification of the students reaction when the various activities designed for the use of the podcasts were carried out, for its part, the test, allowed to check the performance of the students as the sessions were taking place, in the same way and in their respective order, it was possible to do a sketch on the average amount of English language knowledge, that students had at the time of starting the sessions, indeed, both physical and virtual instruments were used to carry out the project; some among these are: the voice recorder app, google forms, Filmora, WhatsApp, Android cell phones, laptops, audio editor, a mid-term test to

evaluate the performance up to that point, and the final result of all the sessions applied during the investigation, considered it of utmost importance for the advancement of the virtual sessions in the development of the speaking and listening skills. In addition to strengthening communication skills, it could also be effective in enhancing other areas of knowledge, such as general culture and topics related to academic studies, thus creating bases for the integral formation of the individual, under the resource of podcasts. Finally, the analysis of this research work shows that the podcast as a didactic tool and supporting listening and speaking skills also allows students to advance in their process.

## **Justification**

According to Rodríguez,

In recent decades English has become a global language spoken and understood by many countries where the English language is not the native language. English is used in around 90 countries, and it is the language used in 98% of international research on physics and chemistry. It is also the language of computing, international communication, diplomacy, and navigation. Around one billion people are learning English in the world today, making it an even more global language than it already is. (p.13, 2011).

That is why English, being one of the most widely spoken languages in the world, where its learning has become a handy tool for communication between people, it is necessary to develop teaching-learning strategies that are at the forefront of what the current world today demands; therefore, the inclusion of technological and digital tools cannot be left behind. In the field of teaching English as a foreign language, this adaptation of multimedia content is carried out to improve communication skills, making these learning processes more attractive and up-to-date scenarios for students; in addition, this encourages the development of the basic technical skills necessary for people to function efficiently in the new era of digitization, in which humanity today is taking an accelerated step. According to Hernandez, "technology has become the central engine of opportunities, which allow innovation in education, where the results obtained, as a result of this scientific impact, should seek the solution to socioeducational problems useful for development" (2017, p.329).

Along with this, different teaching and learning methodologies have been created focused on the acquisition of the EFL, which communication skills are of the utmost importance to function in the different situations that human beings live both academically and in their daily lives, as expressed by Kumar & Tammelin,

In the understanding of the adaptation of new mechanisms that bring individuals closer to more effective alternative learning experiences, the increasing use of ICT in mixed language learning environments has changed the face of language teaching and learning beneficially and will continue to do so along with future technological innovations, (2008, p.5).

It is also true that speaking and listening are two skills that the world demands today in its most significant proportion; these two become invaluable tools when it comes to traveling abroad and learning about new cultures, since people want to listen and establish a conversation that involves areas, such as tourism, academics or simply everyday life. The present research proposal made an important search where the benefits of the use and implementation of podcasts in the teaching of the EFL could be found, which was carried out with students of English as a foreign language of the American English Center institute of the municipality of Miranda Cauca, the purpose of this research was to determine how, through podcasts, students' speaking and listening skills can be supported and improved.

With the aforementioned, it is observed the importance of this research proposal that focuses on supporting the previously mentioned skills; also, it calls for attention to reflect on the possible consequences that are triggered when didactic pedagogical practices in class become traditionalists. Batt & Díaz Larenas mention that,

The search for models that integrate the contributions of the different theories and approaches about the teaching and learning of English constitutes an essential task for educators since the essence of pedagogical work lies in ensuring that students learn and develop cognitively. (2010, p.37).

This document shows how the creation and application of podcasts contributed to the development of communication skills; in addition to strengthening the motivation of each student, it also shows how flexible and dynamic educators can be with their use. It is noteworthy that this research project should have had an adjustment in the development of its methodology, taking into account the global situation experienced by the Covid-19 pandemic, since this makes it impossible to be present in the classrooms of everything the country in the different educational institutions, therefore, leads to the application of the same, make use of e-learning.

The development of this research work provided a valuable didactic tool with the one there was a contribution to the teaching and learning of English as a foreign language, not only to support the learning process of the students of the American English Center institute, but also a study of the creation and implementation of multimedia content mediated by ICT for language teaching could be provided in a general way, which could be used as a model for other educational institutions, and more so in these moments of transition towards virtual environments of learning, which are of great boom and usefulness for the reality facing our country at the moment, considering the impossibility of face-to-face meetings in the same space, which also leads to innovation in distance learning environments.

This creation and implementation of multimedia content, that is to say, podcasts, encouraged students to feel more confident when communicating; in this way, more diverse participation in class activities was promoted since, through the podcasts, it was possible to access informative and pedagogical content that provides a change in class dynamics, updated content, and that helps to maintain the student's attention to develop their listening skills. On the other hand, this also made it possible to establish a link between teachers and students, which stimulated the learning of academic and colloquial vocabulary, which as a result generated post-listening spaces open to debate and discussion of these new and updated topics.

This proposal is considered a significant advance for the institute's student community since it serves as a resource for didactic and academic development that contributes to improving the quality standards of the American English Center Institute required by the Colombian Technical Standard for educational institutions for work and human development dedicated to teaching foreign languages; likewise, this makes a significant contribution to the quality of life of the inhabitants of Miranda Cauca.

**Problem statement**

According to EF Education First (2019), which analyzed 100 countries, Colombia is ranked 68 worldwide and 17th out of 19 countries in Latin America; In the classification, it obtained a score of 48.75, which, according to the report, turns out to be very low and shows a severe problem for the Ministry of National Education. The leading cause of this problem is that it has been identified, regarding the teaching of the second language, that English teachers in public schools, at the national and departmental level, do not know or fully dominate the subject to teach it, which represents serious learning difficulties, which generates problems in understanding the dynamics of social interaction both in speech and in student listening. It should be noted that the department of Cauca, according to EF Education First (2019), is ranked 9 out of 20 departments and has an English level of 47.41, which is very low and represents a considerably poor level of the language.

In the same way, at the regional level, no documented research demonstrates methodological studies for the teaching of English that are supported by technology and the era of digitization in the municipalities of Norte del Cauca, among them, the Municipality of Miranda, this leads to low performance in the foreign language of students from official schools in the region, therefore, from their experience as students, students from different institutions in the municipality, most of the time they are limited to receiving training in English classes only in grammar and reading skills, since access to technological means is difficult, on the other hand, from a dialogue that was made with some teachers of the municipality about the use of ICT, they expressed the following statement; teachers due to

lack of resources or personal reasons do not include ICT within their curriculum, therefore insufficient oral and listening communication occurs. According to Sierra Llorente, Romero Mora, & Palmezano Córdoba, cited by the authors Sánchez, Moreno, and Torres (2014), “It is evident that in public educational institutions a large part of the teachers is not prepared in the use and application of ICT in the classroom” (p.34, 2018).

Likewise, at the American English Center Institute, located in the municipality of Miranda, where this research was carried out, it is observed that the practice of listening and speaking immersed in the materials used in the institute were not very helpful in the development of these two abilities. This generated a problem when conducting the classes entirely in English since the students might not have sufficient bases to understand or pronounce correctly when faced with real communication situations. For this reason, the following question arose, how does the creation and implementation of ICT-mediated podcasts support the listening and speaking skills of English students at the American English Center institute in the municipality of Miranda Cauca?



## **Objectives**

### **General objective**

To create and implement an ICT-mediated podcast to support the listening and speaking skills of English students at the American English Center institute in the municipality of Miranda Cauca.

### **Specific objectives**

- To identify the themes of podcasts that support listening and speaking skills by providing students' cultural and everyday knowledge of English as a foreign language.
- To design podcasts and adapted activities that contribute to the development of speaking and listening skills.
- To implement, through the use of podcasts, synchronous and asynchronous activities mediated by ICT to support listening skills.
- To evaluate through a semi-structured interview the perspective of the students towards the research study.

## **Reference framework**

### **Background**

According to Guttman, "UNESCO aims to draw the attention of a wide audience to the potential of ICT to disseminate and improve teaching and learning in a wide variety of contexts" (p. 12, 2003). For a long time, the use and implementation of technology in education have been a subject of debate among educational institutions worldwide, some for their defense of traditional education, and others in defense of innovation and inclusion of the same, bearing in mind the current educational dynamics, it is known that said adaptation becomes something of great importance for the development of humanity in the modern world, in that order of ideas, the use of ICT information technologies is a tool that has It has been being implemented in the teaching of foreign languages, in many academic areas, to improve and facilitate their acquisition without moving from one country to another. In this way, it is presented how the use of podcasts in the international, national and local context has been beneficial for learning English.

### **International background**

In the international context, Pérez & Chacón, (2011) from the University of Granada in Seville, Spain, carried out a research study for the University of the Andes Táchira-Venezuela to promote the use of the podcast to develop speaking expression skills, as well as autonomy in students of English as a foreign language. This study showed that with this technological tool, speaking skills and individual and independent work could be developed. The American English Institute not only seeks to develop the ability of oral expression but also the auditory.

In Iran, there is a research work called "The effects of podcasting on the oral expression skills of upper-intermediate EFL students," which was written in 2014; it shows how through the use of podcasts, Improvements were found in the study carried out with 60 students from a language institute in Torbate-Heydariyeh, Khorasan-Razavi, Iran, this revealed some advantages of the podcast over the speaking skills of EFL students in the explicit use of podcasting, that helped the students in the experimental groups to improve their speaking and listening skills, this work serves as a reference because the results that could be observed in that research are notorious, and it provides an interesting illustration on how to approach the methodological aspect within of this research proposal.

### **National background**

At the national level, there is a research work carried out by the Juan de Castellanos University Foundation, with the Private Andino School, which is located in Tunja, Boyacá, its title is "Perfecting speaking and listening skills using podcasts "and was created on August 15, 2014, they worked with 10th-grade students in which podcasts were used as a tool to support speaking and listening skills, where some difficulties were evident when understanding speeches or conversations in class, and at the time of talking about different topics, in the end, it was possible to verify progress among the students due to the proximity they have with technology, and because issues of interest and taste of the participants are adapted.

On the other hand, Mosquera, (2015) from the University of la Salle in Bogotá D.C. carried out an investigation called "The use of the podcast as a strategy to promote reading and writing skills" whose purpose was to investigate the implementation of a didactic strategy

mediated by ICT for the development of reading and writing skills. This study specifically focused on the use of the podcast as an instrument for pedagogical mediation in the teaching and learning of English as a foreign language at Giovanni Farina School. This research work concluded that the school children interacted with technology, and this facilitated the teaching of English; this made the teaching-learning process more fun, improved reading-writing skills, and made autonomous learning possible.

### **Local background**

In the regional context, in Popayán, Quintero, Sánchez, Ibarra, Bravo Buchely, & Ordoñez, (2016), carried out the implementation of ICT through a project for the teaching of English at the Colegio Mayor del Cauca University Institution, with the A1 level child extension course, this project aimed to seek strategies to facilitate the appropriation of the language, thinking about the environment and the students' facilities in the use of technological tools, analyze the impact of ICT in the process teaching English and designing educational material for the teaching of this language through these technological resources. According to Quintero et al, “Having contextualized material can contribute positively to the learning of the English language based on practical situations that give students the possibility of interacting in a space and real situations using a second language” (2016, p.14).

## **Theoretical framework**

Currently, the use of ICT has managed to influence different areas, including education, and little by little, how people visualize the learning of foreign languages has changed; Fernandez Carballo (2006), points out that the use of ICT to teaching content inside and outside the classroom is one of the options that foreign language teachers could take into account to redefine their teaching environment, in this way students will find in these tools a new way to encourage or complement their learning. In other words, through the use of new technologies, students will develop autonomy with activities for communicative and didactic use; it should be noted that these tools have not been created only for work but also for its implementation.

When talking about ICT, many tools are broken down, one of which stands out that in the last 20 years has had a great advance and reception among society; this tool is Web 2.0 that in exact terms, allows interaction and collaboration between teacher and student, from this different benefits, are triggered which lead to better learning, as Badillo Abril points out, These technologies are characterized by evolution, development, and permanent enrichment ("constant beta"). Those who use these services participate in their improvement and are part of the "collective intelligence," which strives to improve the services and make them more creative and constantly renewed as people use them (2011, p.277).

In this process, both the student and the teacher benefit from and with the use of ICT, since educators acquire the role of being group guides, which, through class didactics, facilitate students to develop the necessary skills regarding the use of a foreign language through the use of technologies, the main objective of the teacher is to be a mediator so that

the student can communicate in English with those around him, that is why the teaching of English through the podcast that in turn, it is a teaching tool, it is a great resource to support a student's listening and speaking skills. According to Aldana Talero, “The use of this tool is support to improve the learning process since it also presents the option and ease of interrelating the different areas of knowledge” (2012, p. 24).

Talking about the podcast as a didactic tool in the area of education for a second language, in this case, English becomes a strategy that allows to go far in the process of teaching and learning the language, since through the different activities are generated countless moments like; analysis, cooperation because it is a tool that allows knowledge to be shared or students to collaborate, to make corrections and exchange ideas among them to strengthen listening and speaking skills between students. In addition, teachers and students give rise to feedback that helps improve the two skills mentioned above. As Aldana Talero expresses,

Implementing the use of podcasts favors the development of communicative, interpretive, analytical, and socialization skills, which allow solving different everyday situations, generating self-confidence in the student, collaborative work, stimulating habits in the use of new technologies with didactic purposes from an early age contributing to the training of students with new criteria in their educational process (2012, p. 24).

So, the podcast is an excellent school self-learning tool because its usability, availability, and accessibility allow the different activities to be aimed at supporting and improving both speaking and listening skills, given the diversity of content such as (music, art, stories, dialogues, novels, language classes, among others). On the other hand, it is a tool that favors

and enriches both the student and the teacher because they would be immersed in a technological environment that allows constant training and innovation on the part of the teacher, keeping in mind Aldana Talero,

The use of podcasts contributes to the strengthening of teaching activity because it has motivated the search and implementation of other resources that enhance their work, enliven their practices, and streamline their work. These facts keep the teacher immersed in technological environments that reduce the language differences between students and teachers, achieving a balance of interests for both parties. (2012, p.24).

For this reason, the way in which podcast learning is transmitted using Web 2.0, which in turn is part of ICT, is with the term e-learning, that is, (electronic learning), this expression refers to all kinds of learning and teaching online or through the internet and technology. Considering Masie, (2005), as cited in Ganduxé, (2018), E-learning involves the use of the internet, but it also includes mobile technology, all use of technology that tends to expand, reinforce, distribute, develop, evaluate, certify or accelerate learning processes encompasses elements such as knowledge management, collaboration, and performance support.

Due to the current situation of Covid-19, this type of teaching is ideal since it has two classifications in the way in which the interaction between the tutor and the student occurs, these are synchronous and asynchronous work, which, in its different modalities, allow the student to have access to the material all the time and can interact with his teacher at any time, in the first term, he would have direct interaction and at the same time so he can answer questions, In the second expression, the student has autonomy and works at their own pace, the interaction occurs at different times and spaces.

## **Conceptual framework**

### **ICT**

UNAM (2018) describes Information and Communication Technologies (ICT) as all those resources, tools, and programs that are used to process, manage and share information through various technological supports, such as computers, mobile phones, televisions, portable audio, and video players or game consoles. Currently, the role of ICTs in society is very important because they offer many services such as email, information search, online banking, music and film downloads, electronic commerce, etc. For this reason, ICTs have easily entered various areas of life, including education.

### **Podcast**

According to (Mancini, 2006),

A podcast is a digital audio file that can be distributed over the Internet and is linked to RSS syndication systems which allow its automatic and periodic review. The content of the podcast is varied but usually includes conversations between different people. There are podcasts on a multitude of topics, although its uses in teaching contexts are not yet widespread, despite the recent development of some projects on how to implement the use of this tool for educational purposes, (cited by Gutiérrez Porlán & Rodríguez Cifuentes, 2010, p.5).

On the other hand, Talandis (2008), proposes that the podcast refers to a voice tool used by teachers to help students connect with the world. There are several definitions for the term Podcast, one of the most common is derived from the combination of the words iPod, which



refers to the portable device for recording and listening to audio information, and the word broadcasting, which refers to the public transmission of audio.

### **Didactic tool**

The didactic tools are part of the learning of the modern world, Arias Vesga expresses that these “are conceived as structures of some activities in which the contents and objectives are made reality. In this aspect, it can be considered similar to learning strategies and teaching strategies” (2017, p.12).

### **Learning**

Learning has been defined functionally as changes in behavior that result from experience or mechanically as changes in the organism that result from experience. The Federation of Teaching of CC.OO. of Andalusia, defines learning as “A process of training the mind that contributes to developing imagination, memory, thought and the theory of natural development that maintains that man is good by nature and tends to perfection, if not negatively interferes from the outside” (2009, p. 1).

### **Speaking skill**

(Brown, 1994; Burns & Joyce, 1997), argue that speaking skill is described as an interactive meaning-building process that encompasses producing, receiving, and processing information. In other words, this depends on the context or situation; however, the purpose of the speech is spontaneous. Both its form and its meaning are subject to the context in which speech occurs, the participants, their experiences, time-space, and the purposes of that interaction. From this, the double dimension of this ability is broken down, since not only

must the linguistic system (syntax, pronunciation, grammar, and vocabulary) be managed, but it is essential to acquire skills that also allow the socio-linguistic system to be managed. As Peluffo & Ruiz Arcodia points out, “Talking is more than putting words together in an abstract way; what we produce is done in light of the circumstances and the participants; adapt, modify, adjust” (2007, p. 1).

### **Listening skill**

Quoting Escallón Largacha,

The ability to listen is necessary to foster democratic, participatory, and learning environments, where everyone can express themselves freely, without imposing knowledge or how it is accessed. Listening is necessary for dialogue; attitude, willingness to listen and understand what another person expresses, even if there is disagreement. (2007).

In other words, the ability to listen is linked with pragmatic elements, that is, the recognition of the intention of the speaker, the recognition of the social, cultural, and ideological context from which one speaks; It is also associated with cognitive processes since listening implies immediately weaving meaning.

### **Education for work and human development**

It includes permanent, personal, social, and cultural training, which is based on an integral conception of the person, which an institution organizes in an institutional, educational project, and which structures in flexible curricula without being subject to the system of levels and degrees of formal education. The Ministry of National Education expresses that,

It is part of the public educational service and responds to the purposes of education enshrined in article 5 of Law 115 of 1994. It is offered to complement, update, supply knowledge and train, in academic or labor aspects and leads to obtaining certificates of occupational aptitude. (2009, p.1).

### **EFL**

English as a Foreign Language, or EFL, refers to the learning and use of English as an additional language in a non-English speaking country. It can be compared to ESL and ESOL, which mainly refer to learning English as a new resident in an English-speaking country.

### **Colombian technical standard (CTS)**

It is the National Standardization Agency of Colombia. His work includes the creation of technical standards and the certification of quality standards for companies and professional activities. ICONTEC is the representative of the International Organization for Standardization (ISO), in Colombia.

### **E-learning**

E-learning is an English term that means “Electronic Learning,” this refers to teaching and online learning, which over time has gained ground over the traditional classroom, this type of teaching and learning occurs through the Internet and technology. E-learning can be divided into two categories, which are synchronous and asynchronous learning.

### **Synchronous work**

According to Verbiar,

Synchronous teaching is delivered and received at the same time. Synchronous instruction in virtual and mixed classrooms takes place in what we call “real-time.”

Realtime is when all participants in an activity engage in that activity at the same time, regardless of their location. If you need students to attend a virtual lesson during which all participants must log in at the same time, that lesson is synchronous teaching delivered in real-time. (2015, p.2).

With this, synchronous work involves online communication through chat, that is, through instant messaging or meeting rooms.

### **Asynchronous work**

On the other hand, asynchronous work can be used online and offline. This involves the web, email, and message boards that are then posted or shared with the teacher. One of the most significant benefits of asynchronous learning is that students can work at their own pace. The author Verbiar states that “Asynchronous teaching does not depend on time; therefore, if they are assigned an asynchronous task, students don't need to be connected at the same time to complete this duty” (2015, p.2).

### **Web 2.0**

This term includes those websites that allow interaction and collaboration between users, making it easier for each person to share information; on the other hand, they are the ones who constantly share the information. According to Badillo Abril,

Web 2.0" is the transition from traditional static applications, installed on computers, to dynamic applications, arranged on the network, which works focused on the end-user, which projects a platform where the flow of information depends on the behavior of users in their collective construction. (2011, p.276).

**Versant test**

According to the (English Insider, 2020), the Versant is a recorded test of spoken English proficiency created by Pearson PLC, that assesses how well a person understands spoken English in everyday subjects and how well they respond appropriately at a conversational pace similar to native English.

**Contextual framework**

The Department of Cauca is located in the southwest of Colombia. It limits to the north with the departments of Valle del Cauca and Tolima, to the east with the departments of Huila and Caquetá, to the south with the departments of Putumayo and Nariño, and the west with the Pacific Ocean. It is distributed in 42 municipalities, including its capital, Popayán, which, in turn, are divided into five provinces, namely: east, west, south, center, and north. From its northern region, the Municipality of Miranda Cauca stands out, located in the foothills of the Central Cordillera, in the southwest of Colombia in the Department of Cauca. Miranda has a flat, urban and mountainous area which have access roads of inter-municipal and interdepartmental connection, specifically with the Department of Valle del Cauca; this allows for valuable economic inputs to the region, however, according to the Plan Municipal Development,

Miranda does not have significant commercial development, well-being, and improvement of the quality of life of Mirandinos because two phenomena are not at all alien to the national reality that increase vulnerability to social, cultural, economic, environmental, and public order conflicts, these are; the situation of armed conflict and the expansion of illicit crops. (2004, pp. 10-11).

In this municipality is the American English Center Institute (AEC), created in 2017, which, given the aforementioned problem, has been a great impact on the inhabitants of this and other neighboring municipalities since in addition to being able to learn another language, also occupy their free time in events that will change their lives, bringing new academic and social opportunities for each of the students and their families. This center has 80 students, and it is located in the La Cabaña neighborhood. It serves boys, girls, youth, and adults between the ages of 7 to 50, both from Miranda and from other nearby municipalities and sidewalks.

### **Methodology**

The present research was designed around a mixed approach, in which it was illustrated about the most relevant aspects of the preliminary project based on the research design developed, which facilitate the achievement of the objectives set out in this project, which consisted in supporting, through the use of podcasts, the listening and speaking skills of the students of the American English Center Institute. Therefore, this approach was developed to take advantage of both its qualitative and quantitative elements that allow the observation of the conceptions and strengthen the analysis of the results for a better understanding of the problem posed.

On its part, the mixed approach process involves the collection, analysis, and interpretation of qualitative and quantitative data that the researchers have considered necessary for the study. According to Otero Ortega, "This method represents a systematic, empirical and critical process of research, in which the objective vision of quantitative

research and the subjective vision of qualitative research can be merged to respond to human problems" (2018, p. 19). On the other hand, Sampieri expresses that,

Mixed methods represent a set of systematic, empirical, and critical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences from all the information collected (target inferences) and to achieve a better understanding of the phenomenon under study. (2008, p. 546).

In this way, the mixed approach allowed, on the one hand, to analyze the experiences of students to be the target research population and contextual advancement. On the other hand, through the quantitative approach, the statistical measurement of the results was used to analyze the objective progress of the same. On the other hand, the type of study was a exploratory research, according to Sampieri, Fernández Collado, & Baptista Lucio, "Exploratory studies are normally carried out when the objective is to examine a topic or problem of research that is little studied or has not been addressed before" (1994, p.13).

This study related to the creation and application of podcasts in the teaching of English has little history of study at the regional level in terms of its theoretical and practical model, and at the local level where the work was developed, has no previous studies, nor any examples of application or something likely. Therefore, it is a type of study that makes it possible to increase the level of familiarity of the context at a general level, and it offers the possibility of being able to continue with the research process on the phenomenon that it's subject to study, Sampieri et al, claim that,

Exploratory studies are like when we travel to a place we don't know, where we haven't seen any documentary or read any book (although we have looked for information about it), but simply someone has made a brief comment about the place. (1994, p. 13).

The first work and research technique was the listening comprehension test (**Appendix D**), which ideal was to try to cover the multiple processes involving in understanding and the sense of spoken language, expressed in the "PODCASTS" audios, these include recognizing speech sounds, understanding the meaning of individual words and/or understand the syntax of the sentences in which they were presented. The speaking workshops, on the other hand, allowed to support the development of the oral production skills of the participants to communicate effectively in English. Through the exercises exposed there, it was carried out an asynchronous work that allowed the participants to support themselves to be able to transmit their message more coherently and logically when recording their speech.

Last but not least, the final technique used was the semi-structured interview, which allowed to do a reflection and be able to get part of the data collection through itself, this permitted to get a deeper understanding of the experience of the students in a qualitative way within the development of the project. On the way to accomplish this, there was a meeting in which a formalized list of questions was not strictly followed. Instead, slightly more openended questions were asked, allowing for discussion with the participants rather than a strict, guided question-and-answer format. In the same way, the semi-structured interview allowed fostering a more reciprocal communication, allowing asking questions on both sides.

In this process of data collection, the project was supported with several resources like mobile apps, online apps from Google, and electronics devices. As the main resource of



communication and data collection, the mobile app WhatsApp, allowed a smooth interaction with the students; through this app, it was easier to get part of the info from the students, as they used to send the audios through this mechanism which would be a lot easier for collecting the recordings including their audios, that would be later organized in folders in Google Drive (**See Appendix A**).

The voice recording app was the means by which the students recorded their voices to answer the questions consigned in the speaking workshop, and also was the means used to record the final product, the podcasts. In addition, there were a couple of google apps also used to complement important data collection, between them, Google forms, that allowed the creation of the listening comprehension tests and also was used as a part of the semistructured survey. In the same way, the usage of Google Meet was essential, as it worked as the live mechanism to do the online sessions.

## **Research design**

The present research project was divided into 5 Stages, which are listed below: Introduction, identification, design, implementation, and finally collection.

### **Description of the stages**

#### **First stage**

Considering the current situation due to the Covid – 19 pandemics, education had to take a remote direction towards virtual learning environments. For this reason, the present research work was subject to some modifications, and in turn, the fieldwork was developed in the same way. In this sense, some of the students of the total initial study population could not participate in it due to their limited access to technological tools or a lack of internet

connection. This is why for the choice of the 12 students as the sample, it was necessary to follow the next procedure; first, a meeting was held with the students, where a space was created to make a brief presentation of the project, so the students could confirm their participation. Later, and bearing in mind that most of the students were underage, it was again necessary to hold a meeting with the parents to explain the mechanism of the project and to inform them about the hours and the dates on which they would work (**See Table 1**).

*Table 1 Schedule and dates*

<b>D. T.</b>	<b>P.S. 1</b>	<b>P.S. 2</b>	<b>P.S. 3</b>	<b>P.S. 4</b>	<b>P.S. 5</b>	<b>P.S. 6</b>	<b>P.T. 1</b>
Wednesday 29th (July)	Saturday 1st(August)	Wednesday 5th (August)	Saturday 8th (August)	Wednesday 12th (August)	Saturday 15th (August)	Wednesday 19th (August)	Saturday 22nd (August)
<b>P.S. 7</b>	<b>P.S. 8</b>	<b>P.S. 9</b>	<b>P.S. 10</b>	<b>P.S. 11</b>	<b>P.S. 12</b>	<b>P.T. 2</b>	<b>F.R.</b>
Wednesday 26th (August)	Saturday 29th(August)	Wednesday 2nd (september)	Saturday 5th (september)	Wednesday 9th (september)	Saturday 12th (september)	Wednesday 16th (september)	Saturday 19th (september)
<b>D.T.</b> = Diagnostic Test.							<b>SURVEY</b>
<b>P.S.</b> = Practical Session.			<b>DATES:</b> Starting on the 29th of July 2020, up to September 19th 2020. For a total of <b>16 SESSIONS</b> .				
<b>P.T.</b> = Performance Test.							
<b>F. R.</b> = Final Reflection.							

Finally, an informed consent (**See Appendix B**) was made with the aim of fostering commitment on the part of the students and parents to successfully carry out all the activities during the fieldwork; in addition to that, they were notified that the students would be subject study and voluntarily express their intention to participate in the research.

## **Second stage**

Identifying the subject of the podcasts was the second thing to do; here, it is possible to observe such a process and the things that were put into consideration. The purpose for the

elaboration of the same was to teach and generate a cultural space of the Municipality of Miranda Cauca, highlighting that each session was created not only taking into account the sources of information like local books, some webpages and an interview held with a local teacher and historian, but it was also considered in a previous agreement between the researches, considering interesting subjects for each session. In the first four sessions, preliminary work was done on the internet where the researchers looked up references such as OXFAM Mingalerías, Miranda-Cauca.gov.co, socioeconomic studies of Miranda, among others.

For the following podcasts way up until the 8th, the search for the information was done with the help of the books "Mirando a Miranda" and "Miranda: escribe la Historia de sus barrios y veredas," which were of great help in providing valid information about what was talked about in the audio files, also, the fact of teaching to the student's cultural contexts of their people. On the other hand, the theme decided for the last podcasts was the aim of showing students different perspectives of opportunities that arise when learning English. It was taken as an example and as a human source, three individual students and ex-students of the bachelor's degree in Modern Languages from "Unicauca." They spoke about their experiences in different spaces and moments of their academic and professional life.

The identification of the podcasts was always aimed at making the culture of Miranda more known, first giving a contextual, tourist, commercial, historical, and economic look; and second, showing the experience of people from the same municipality considering their English learning and teaching background (**See Appendix C**). This idea arose in the development of this research work, keeping in mind that it is an exploratory study; "little

studied or that has not been addressed before" as mentioned by Sampieri, Fernández Collado, & Baptista Lucio, this study was taken as a reference not only because there is no local record of podcasts to support the speaking and listening skills in the region, but also, as it was put into consideration the fact of making it new, creating the podcasts emphasizing on Miranda's basic information such as culture, sports, education, tourism, and economy.

### Third stage

Later, and taking into consideration the themes mentioned above, the process began with the creation and design of the digital audio files "podcasts," which, as mentioned above, were largely focused on Miranda's culture. For this, it was necessary to hold several meetings between the student researchers to create the scripts and choose each topic with the inquiry that had been made previously (See Image 1).



Image 1 Creation of podcasts

In the first place, for the creation of the scripts, two laptops were used as an instrument; in turn, the work took place on Google Meet, where the conversations were recorded, to be transcribed and improved, later in Microsoft Word. Once the transcription was in Microsoft word, it was necessary and recommended to make scanning, reviewing aspects such as grammar, and vocabulary, in addition to making reference and putting in bold, the terminology, which the students possibly didn't know, and that could be considered as "key vocabulary." In the second place, the smartphones were also used for recording the audios with a "voice recorder" app, for being able to record the parts of the script that corresponded to each student researcher, which was shared through WhatsApp, saved in folders, and later, joined and edited using the video and audio editing program known as "Filmora." Here, aspects such as the quality of the sound, the speed of the same, the beginnings and the ends, and put soft music in the background to foster concentration, which would give the podcasts a more professional perception.

The first step that had to be followed when starting with the creation of each podcast was to have clarity about the topic of each of them, although the central thematic was already evident, and considerate that these would be adapted to the context of the municipality of Miranda - Cauca, it was essential to making sure the topics were exciting and attractive to the participants. Not only was it taken into account to address issues that the target audience would like, but also for the content designers, in this case, the student researchers. It was also taken into account that the selection of the topic was not too small or too limited, considering that podcasts would be made for a time of between 8 and 14 minutes in length. Once the issues of them were clear, it was necessary to proceed to regularly listen to podcasts from

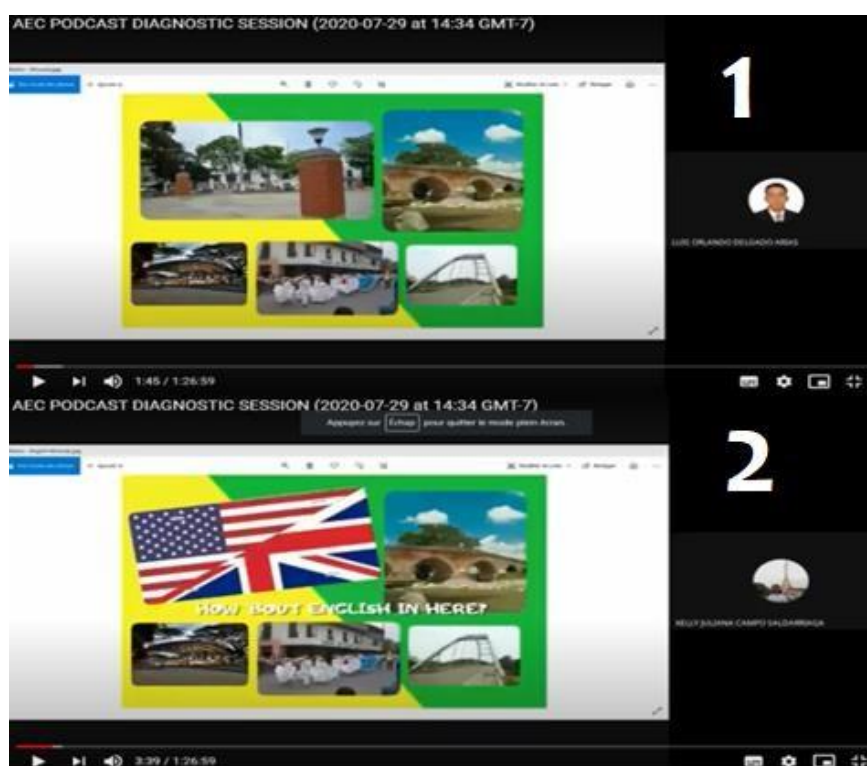
other people, academics, and all various types of interests, in order to understand how these programs were structured and to have ideas of how to be able to structure the podcasts to use in the project.

Once the ideas of structure and thematic around the municipality of Miranda were clear, the themes were adapted with the structure of the podcast, and the materials that would be used at the beginning of their creation were organized in a Word document on the laptops, organizing them by character so that it would be easier to move from one topic to another within the same podcast. Once the content was ready to be read easily, the scripts were recorded, and the individual audios were recorded on the cell phones using the recording application. These individual audio files produced by the scripts were stored in a folder on a laptop, where they were given the name of the person who was speaking and a number depending on the moment of intervention during the script, with the aim of finding them more efficiently, and organizing them in the audio editor, in order to obtain the final product after the editing process, (the podcast).

Once all the audios were saved and organized in the audio folder of the laptop, they were exported to the tools and resources panel of the "Filmora" editor where they were classified again, and finally sent to the editing bar, where later the audios were cut and adjusted to obtain a final product with greater precision in the harmony of the voices, in addition to this, the audios were subjected to erasing the background noises, adjusting their volume, and finally, once the audio with all the individual sound files was joined, the introduction of the background music was added, and finally, after all these details, the final product was obtained, the podcast, which was attached to the lesson plans for the different sessions, and

sent to students via WhatsApp for their listening comprehension and subsequent work assignments.

On the other hand, for the creation of the classes, a class plan model was taken into account, also created by the researchers, where the activities were organized in different Stages of each class, such as; The warm-up or introductory activity (**See Image 2**),



*Image 2 Warm up*

the general theme, the general objective, and the specific objectives of each class, the schedules, the content, and a brief reflection on them, the lesson plans of each of the sessions are presented in the following pages.

Table 2. Diagnostic lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>		42
<b>Institute: American English Center</b>	<b>Research Project</b>		
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca			
<b>Activity development scheme</b>			
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>			
<b>Hour:</b> 4:30PM- 6:00 PM	<b>Session number:</b> Diagnostic		
<b>Date:</b> 29/07/2020	<b>Number of students:</b> 12		
<b>Activity title:</b> Diagnostic session English in Miranda Cauca	<b>Main goal:</b> Through this diagnostic test, the goal is to know through the test and the speech session the knowledge that students have in speaking and listening skills.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• Make a diagnostic on the level of speaking and listening of the students of the American English Center Institute.</li> <li>• That the students know the methodology of work, express their knowledge (by means of the form and the speaking session), and that begins with our process of support in the abilities to speak and listen.</li> </ul>	
<b>Procedures &amp; Teaching Actions</b>			
<p><b><u>Synchronous</u></b></p> <ol style="list-style-type: none"> <li>1. Warm-up: The teacher will display the word “How about English in here” on the screen, and at the same time will show some pictures of two different flags, the flag of Miranda and the Flag of the United States; the idea is that the students guess the relation between the flags, and with the title displayed, so that, they can elicit ideas trying to guess what the main topic of the podcast could be.</li> <li>2. Teachers will share the podcast with students, and they should listen to them without repeating. (limited time).</li> <li>3. Students will listen to the podcast again; this time, they will have to take notes.</li> <li>4. They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.</li> <li>5. Once again, a limited time will be given to listen to the podcast and make the form.</li> <li>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <ol style="list-style-type: none"> <li>2. The student, autonomously, must prepare the vocabulary in written form and, in the same way, organize his ideas, structure his speech, and finally, record and send it.</li> </ol>			
Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension			



<b>Reflection After Session:</b>	In this class, we could observe that the students were a little lost regarding the structure of the Google form; in addition, when they sent their respective speaking session audios, several of the students did not answer the questions but recorded themselves reading some sections of the transcript which was sent after the class to reinforce and study the new vocabulary.

Table 3. Location of Miranda lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>	
<b>Institute: American English Center</b>	<b>Research Project</b>	
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca		
<b>Activity development scheme</b>		
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>		
<b>Hour:</b> 9:30AM- 11:00 AM	<b>Session number:</b> 1	
<b>Date:</b> 01/08/2020	<b>Number of students:</b> 12	
<b>Activity title:</b> The location of Miranda.	<b>Main goal:</b> To encourage listening comprehension and identify • vocabulary about the proposed podcast. to do the post-listening the speaking activity. • To record	<b>Session goals:</b> To recognize the main topic of the podcast. topic • To understand the content of the exercise and • To solve the form. the answer of the speaking session.
<b>Procedures &amp; Teaching Actions</b>		
<b><u>Synchronous</u></b>		
1. Warm-up: The teacher will display a map of Miranda on the screen, and the students need to find their houses and tell the teacher in which part of Miranda they have been to so far; with that, the idea is that the students get an idea about the geographical location of Miranda is, and to compare it to where they live. Also, they will give a very basic concept of what a stereotype is.		
2. Teachers will share the podcast with students; they should listen to them without repeating. (limited time).		
3. Students will listen to the podcast again; this time, they will have to take notes.		
4. They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.		
5. Once again, a limited time will be given to listen to the podcast and make the form.		
6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.		
<b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1.		
The student should read two questions given in the speaking session.		
2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.		

Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the general listening comprehension	
<b>Reflection After Session:</b>	In this session the students had many concerns regarding the Google form, some did not understand the structure or the questions, however, they were explained and were able to finish the test. On the other hand, in the speaking session some students do not take more than 30 seconds in their recordings.

Table 4. Tourist places of Miranda lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>		44
<b>Institute: American English Center</b>	<b>Research Project</b>		
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca			
<b>Activity development scheme</b>			
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>			
<b>Hour:</b> 4:30PM- 6:00 PM	<b>Session number:</b> 2		
<b>Date:</b> 5/08/2020	<b>Number of students:</b> 12		
<b>Activity title:</b> Tourist places of Miranda	<b>Main goal:</b> To encourage listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>	
<b>Procedures &amp; Teaching Actions</b>			
<b><u>Synchronous</u></b>			
1. Warm-up: The teacher will very briefly ask the students to name their favorite touristic places in Miranda, and together will do a brainstorm on the screen with everybody's collaboration, about the activities that can be developed there. With that, they might have an idea about the session's main topic.			
2. Teachers will share the podcast with students; they should listen to them without repeating. (limited time).			
3. Students will listen to the podcast again; this time, they will have to take notes.			
4. They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.			
5. Once again a limited time will be given to listen to the podcast and make the form.			
6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.			
<b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1.			
The student should read two questions given in the speaking session.			
2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.			

Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the general listening comprehension	
<b>Reflection After Session:</b>	In this session we noticed that students answer some questions according to their experience or what they believe and not what the podcast says.

*Table 5. Miranda's economy lesson plan*

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>		45
<b>Institute: American English Center</b>	<b>Research Project</b>		
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca			
<b>Activity development scheme</b>			
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>			
<b>Hour:</b> 9:30AM- 11:00 AM	<b>Session number:</b> 3		
<b>Date:</b> 8/08/2020	<b>Number of students:</b> 12		
<b>Activity title:</b> Miranda's economy	<b>Main goal:</b> To encourage listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> </ul>	

		<ul style="list-style-type: none"> <li>To record the answer of the speaking session.</li> </ul>
<b>Procedures &amp; Teaching Actions</b>		
<p><b><u>Synchronous</u></b></p> <ol style="list-style-type: none"> <li>Warm-up: The teacher will write the word “Market place” or “Local market” on the screen, and consequently will ask students about the type of people they think concur this place, to buy, or to sell stuff and food, also to inquire about the importance of the place for the economy of Miranda.</li> <li>Teachers will share the podcast with students; they should listen to them without repeating. (limited time).</li> <li>Students will listen to the podcast again; this time, they will have to take notes.</li> <li>They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.</li> <li>Once again, a limited time will be given to listen to the podcast and make the form.</li> <li>Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <ol style="list-style-type: none"> <li>The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.</li> </ol>		
Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension		
<b>Reflection After Session:</b>	The goal in this class was for students to learn about Miranda’s economy, to learn about the vocabulary used in that field. On the other hand, although they made some mistakes in terms of responding contextually or for what they believed, this session showed an improvement in terms of doubts or questions.	

Table 6. Sports in Miranda lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>	46
<b>Institute: American English Center</b>	<b>Research Project</b>	
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca		
<b>Activity development scheme</b>		
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>		
<b>Hour: 4:30PM- 6:00 PM</b>	<b>Session number: 4</b>	

<b>Date:</b> 12/08/2020	<b>Number of students:</b> 12	
<b>Activity title:</b> Sports in Miranda	<b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>
<b>Procedures &amp; Teaching Actions</b>		
<p><b><u>Synchronous</u></b></p> <ol style="list-style-type: none"> <li>1. Warm-up: The teacher will start the session by telling the students about their favorite sports and why those benefits are for healthy living and developing specific skills of our body. Also, the teacher will mention some sports venues of other cities and tell the importance of those. Finally, he would ask random students to do so very shortly.</li> <li>2. Teachers will share the podcast with students; they should listen to them without repeating. (limited time).</li> <li>3. Students will listen to the podcast again; this time, they will have to take notes.</li> <li>4. They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.</li> <li>5. Once again, a limited time will be given to listen to the podcast and make the form.</li> <li>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <ol style="list-style-type: none"> <li>2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.</li> </ol>		
Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension		
<b>Reflection After Session:</b>	For this session we had some doubts when choosing the topic, since we did not know much about this area, therefore we had to ask and look for more information. On the other hand, through the form we could observe that the students had some difficulties with the understanding of the podcast or the new vocabulary.	

Table 7. Casa de la cultura lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>	47
<b>Institute: American English Center</b>	<b>Research Project</b>	
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca		

<b>Activity development scheme</b>		
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>		
<b>Hour:</b> 9:30AM- 11:00 AM	<b>Session number:</b> 5	
<b>Date:</b> 15/08/2020	<b>Number of students:</b> 12	
<b>Activity title:</b> Casa de la cultura	<b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>
<b>Procedures &amp; Teaching Actions</b>		
<p><b><u>Synchronous</u></b></p> <ol style="list-style-type: none"> <li>1. Warm-up: The teacher will start the session by talking about “PLACES OF CULTURAL INTEREST” of other cities than Miranda, and explain why those are considered like so; the idea is that the students know and understand the concept, and finally, the podcast is introduced.</li> <li>2. Teachers will share the podcast with students; they should listen to them without repeating. (limited time).</li> <li>3. Students will listen to the podcast again; this time, they will have to take notes.</li> <li>4. They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.</li> <li>5. Once again, a limited time will be given to listen to the podcast and make the form.</li> <li>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <ol style="list-style-type: none"> <li>2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.</li> </ol>		
Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension		
<b>Reflection After Session:</b>	At first, we thought that this topic was going to be a bit tedious for students. However, it was quite the opposite since they expressed that it had been exciting both the vocabulary and the content; for this podcast, we researched a little and gave rise to the next podcast.	

Table 8 . La tertulia de Miranda lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>	48
----------------------------	--	----

<b>Institute: American English Center</b>	<b>Research Project</b>	
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca		
<b>Activity development scheme</b>		
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>		
<b>Hour:</b> 4:30PM- 6:00 PM	<b>Session number:</b> 6	
<b>Date:</b> 19/08/2020	<b>Number of students:</b> 12	
<b>Activity title:</b> La tertulia de miranda	<b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>
<b>Procedures &amp; Teaching Actions</b>		
<p><b><u>Synchronous</u></b></p> <ol style="list-style-type: none"> <li>1. Warm-up: The teacher will start the session by drawing a line from 1 to 10 to measure the reading habits of the SS, this to know how much they know about what reading habits are and if they know something about literature or oral expression, also, to get to see if they about local places where they could find help in that. This to introduce, la tertulia de Miranda.</li> <li>2. Teachers will share the podcast with students; they should listen to them without repeating. (limited time).</li> <li>3. Students will listen to the podcast again; this time, they will have to take notes.</li> <li>4. They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.</li> <li>5. Once again, a limited time will be given to listen to the podcast and make the form.</li> <li>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <ol style="list-style-type: none"> <li>2. The student, autonomously, must prepare the vocabulary in written form and, in the same way, organize his ideas, structure his speech, and finally, record and send it.</li> </ol>		
Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension		
<b>Reflection After Session:</b>	In this "cultural" session, the aim was for students to learn about this topic, which is so unknown to the inhabitants of this town, and to express what they thought about the talk. Finally, we could observe that the students asked different questions regarding the form and some words unknown to them.	





<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>		49
<b>Institute: American English Center</b>	<b>Research Project</b>		
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca			
<b>Activity development scheme</b>			
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>			
<b>Hour:</b> 8:30AM- 11:00 AM	<b>Session number:</b> Middle session		
<b>Date:</b> 22/08/2020	<b>Number of students:</b> 12		
<b>Activity title:</b> Compilation of vocabulary and themes seen.	<b>Main goal:</b> To know the progress that the students have had in their speaking and listening skills.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To recognize all the vocabulary.</li> <li>• To show through the interview the new vocabulary and knowledge acquired.</li> </ul>	
<b>Procedures &amp; Teaching Actions</b>			
<b><u>Synchronous</u></b>			
<ol style="list-style-type: none"> <li>1. Individual interview with each of the students</li> <li>2. Teachers will share the podcast with students; they should listen to them without repeating. (limited time).</li> <li>3. Students will listen to the podcast again; this time, they will have to take notes.</li> <li>4. They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.</li> <li>5. Once again, a limited time will be given to listen to the podcast and make the form.</li> <li>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol>			
<b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1.			
The student should read two questions given in the speaking session.			
2. The student, autonomously, must prepare the vocabulary in written form and, in the same way, organize his ideas, structure his speech, and finally, record and send it.			
Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension			
<b>Reflection After Session:</b>	In this session, the students were nervous about the interview and the test, therefore, we as teachers before starting explained to them and told them that everything was going to be okay, they felt more calm. The interviews were individual, the podcast was sent at the end of the interviews and the test was sent. The topic discussed in the podcast and in the test was a vocabulary collection of all previous podcasts.		

Table 10. La tertulia de Miranda 2 part lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>		<b>50</b>
<b>Institute: American English Center</b>	<b>Research Project</b>		
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca			
<b>Activity development scheme</b>			
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>			
<b>Hour:</b> 4:30PM- 6:00 PM	<b>Session number:</b> 7		
<b>Date:</b> 26/08/2020	<b>Number of students:</b> 12		
<b>Activity title:</b> La tertulia de miranda (Second part)	<b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>	
<b>Procedures &amp; Teaching Actions</b>			
<b><u>Synchronous</u></b>			
1. Warm-up: Students will be shown the word culture and literature on the screen; the idea is to elicit opinions about it, making a relation between the two concepts in a local context like Miranda, Cauca. Taking into account “la tertulia de Miranda,” which was the main cultural place mentioned in the last session.			
2. Teachers will share the podcast with students; they should listen to them without repeating. (limited time).			
3. Students will listen to the podcast again; this time, they will have to take notes.			
4. They will be given a short space, which they will use to relate to the form, its vocabulary, and structure.			
5. Once again, a limited time will be given to listen to the podcast and make the form.			
6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.			
<b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1.			
The student should read two questions given in the speaking session.			
2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, structure his speech, and finally, record and send it.			

Table 11

<p>Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the general listening comprehension</p>	
<b>Reflection After Session:</b>	<p>Although all the sessions have been of great importance and special for us, this session or this podcast was very special because they had the opportunity to interview a very influential person in the cultural field of Miranda. On the other hand, the students demonstrated through the form that they understood the podcast and liked it.</p>

*. Miranda's slave bridge lesson plan*

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>	51
<b>Institute: American English Center</b>	<b>Research Project</b>	
<p>Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca</p>		
<b>Activity development scheme</b>		
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>		
<b>Hour:</b> 9:30AM- 11:00 AM	<b>Session number:</b> 8	
<b>Date:</b> 29/08/2020	<b>Number of students:</b> 12	
<b>Activity title:</b> Miranda's slave bridge	<p><b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.</p>	<p><b>Session goals:</b></p> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>
<b>Procedures &amp; Teaching Actions</b>		

**Synchronous**

1. Warm up: The teacher will start the session by showing students pictures of different historic monuments in Colombia, and write the word “cultural heritage” to elicit ideas, then, the pictures displayed will be about places around Colombia considered as “property of cultural heritage interest”, the intention with this, will be to put the student in contact with the main topic of the podcast in which “The slaves bridge of Miranda” will take protagonist.
2. Teachers will share the podcast with students, they should listen to them without repeating. (limited time).
3. Students will listen to the podcast again; this time they will have to take notes.
4. They will be given a short space, which they will use to relate to the form, its vocabulary and structure.
5. Once again a limited time will be given to listen to the podcast and make the form.
6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.

**Asynchronous** (The questions are according to the podcast of each class) 1.

The student should read two questions given in the speaking session.

2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.

Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension

**Reflection After Session:**

In this podcast we included a vocabulary that talks about the history of an important place in Miranda, and through the results of the students we could notice that the vocabulary and the structures were a little difficult for them. However, through the transcript they were able to review and learn that vocabulary.

Table 12. Melany's experience lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>	52
<b>Institute: American English Center</b>	<b>Research Project</b>	
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca		
<b>Activity development scheme</b>		
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>		
<b>Hour:</b> 4:30PM- 6:00 PM	<b>Session number:</b> 9	
<b>Date:</b> 2/09/2020	<b>Number of students:</b> 12	

Table 13

<p><b>Activity title:</b> Melany's experience</p>	<p><b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.</p>	<p><b>Session goals:</b></p> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>
<p><b>Procedures &amp; Teaching Actions</b></p>		
<p><b><u>Synchronous</u></b></p> <ol style="list-style-type: none"> <li>1. Warm up: The teacher starts the session by playing some videos about intercultural and academic exchanges abroad, he will write words like “exchange” and elicit ideas, and also will mention some benefits about them, at same way, the teacher will ask some students whether or not they might be interested in traveling abroad with one of those opportunities.</li> <li>2. Teachers will share the podcast with students, they should listen to them without repeating. (limited time).</li> <li>3. Students will listen to the podcast again; this time they will have to take notes.</li> <li>4. They will be given a short space, which they will use to relate to the form, its vocabulary and structure.</li> <li>5. Once again a limited time will be given to listen to the podcast and make the form.</li> <li>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <ol style="list-style-type: none"> <li>2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.</li> </ol>		
<p>Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension</p>		
<p><b>Reflection After Session:</b></p>	<p>In this session the students were able to know and include in their new vocabulary words related to the area of tourism and academics, according to the results of the form this topic and its vocabulary and structure understood it very well.</p>	

. How Luis became a teacher? lesson plan

<p><b>University Of Cauca</b></p>	<p><b>Bachelor's Degree In Modern Languages</b></p>	<p>53</p>
<p><b>Institute: American English Center</b></p>	<p><b>Research Project</b></p>	
<p>Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca</p>		
<p><b>Activity development scheme</b></p>		
<p><b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b></p>		

<b>Hour:</b> 9:30AM- 11:00 AM	<b>Session number:</b> 10	
<b>Date:</b> 5/09/2020	<b>Number of students:</b> 12	
<b>Activity title:</b> How Luis became a teacher?	<b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>
<b>Procedures &amp; Teaching Actions</b>		
<p><b><u>Synchronous</u></b> 1. Warm up: The teacher will start the session by asking students about the favorite teacher they've ever had, and together will write a brainstorming about the skills that would make "the perfect teacher."</p> <p>2. Teachers will share the podcast with students, they should listen to them without repeating. (limited time).</p> <p>3. Students will listen to the podcast again; this time they will have to take notes.</p> <p>4. They will be given a short space, which they will use to relate to the form, its vocabulary and structure.</p> <p>5. Once again a limited time will be given to listen to the podcast and make the form.</p> <p>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</p> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <p>2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.</p>		
Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the general listening comprehension		
<b>Reflection After Session:</b>	This session was a little different from what Miranda was talking about, as it talks about how Luis started with the process of being a teacher, this session was done with the intention of encouraging students in their English process. The students felt good listening to this podcast because they knew a little more about their teacher and the effort that must be made to be a teacher.	

Table 15

. Luis's experience 2 part lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>		54
<b>Institute: American English Center</b>	<b>Research Project</b>		
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca			
<b>Activity development scheme</b>			
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>			
<b>Hour:</b> 4:30PM- 6:00 PM	<b>Session number:</b> 11		
<b>Date:</b> 09/09/2020	<b>Number of students:</b> 12		
<b>Activity title:</b> Luis Experience as a Teacher part 2	<b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>	
<b>Procedures &amp; Teaching Actions</b>			
<b><u>Synchronous</u></b>			
1. Warm up: The teacher will show students a picture of a forest in the French Guiana, and a picture of a small city “cayenne” which is the capital of the Guiana. Teacher will try to elicit information and vocabulary about the country, the language, and what students think life would be like there.			
2. Teachers will share the podcast with students, they should listen to them without repeating. (limited time).			
3. Students will listen to the podcast again; this time they will have to take notes.			
4. They will be given a short space, which they will use to relate to the form, its vocabulary and structure.			
5. Once again a limited time will be given to listen to the podcast and make the form.			
6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.			
<b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.			
2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.			
Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the genera listening comprehension			

Table 16

<b>Reflection After Session:</b>	This session was the continuing session from the first one when Luis talked about his experience as a teacher, in here rather than talking about his experience starting, it was mostly about his process working and the opportunities that arose in that process. The students expressed their eagerness towards the topic, in the spoken work, they felt good listening to this podcast because they knew a little more about their teacher and the effort that must be made to be a teacher.
----------------------------------	--

. Nora's experience lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b> 55	
<b>Institute: American English Center</b>	<b>Research Project</b>	
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca		
<b>Activity development scheme</b>		
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>		
<b>Hour:</b> 9:30AM- 11:00 AM	<b>Session number:</b> 12	
<b>Date:</b> 10/10/2020	<b>Number of students:</b> 12	
<b>Activity title:</b> Nora's experience	<b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>
<b>Procedures &amp; Teaching Actions</b>		
<p><b><u>Synchronous</u></b></p> <ol style="list-style-type: none"> <li>1. Warm up: The teacher will show students a picture of a forest in the French Guiana, and a picture of a small city “cayenne” which is the capital of the Guiana. Teacher will try to elicit information and vocabulary about the country, the language, and what students think life would be like there.</li> <li>2. Teachers will share the podcast with students, they should listen to them without repeating. (limited time).</li> <li>3. Students will listen to the podcast again; this time they will have to take notes.</li> <li>4. They will be given a short space, which they will use to relate to the form, its vocabulary and structure.</li> <li>5. Once again a limited time will be given to listen to the podcast and make the form.</li> <li>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <ol style="list-style-type: none"> <li>2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.</li> </ol>		



Table 17

Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the general listening comprehension	
<b>Reflection After Session:</b>	In this last session, the main topic of this podcast was Nora's experience in her exchange in French Guiana.

. Final test lesson plan

<b>University Of Cauca</b>	<b>Bachelor's Degree In Modern Languages</b>	56
<b>Institute: American English Center</b>	<b>Research Project</b>	
Creation and implementation of podcasts mediated by ICT as a didactic tool to support the speaking and listening skills of students of the American English Center Institute in Miranda-Cauca		
<b>Activity development scheme</b>		
<b>Teachers: Kelly Juliana Campo Saldarriaga, Luis Orlando Delgado Arias</b>		
<b>Hour:</b> 9:30AM- 11:00 AM	<b>Session number:</b> Last session	
<b>Date:</b> 17/10/2020	<b>Number of students:</b> 12	
<b>Activity title:</b> Recompilation of podcasts.	<b>Main goal:</b> To encourage the listening comprehension and identify vocabulary about the proposed topic to do the postlistening exercise and the speaking exercise.	<b>Session goals:</b> <ul style="list-style-type: none"> <li>• To recognize the main topic of the podcast.</li> <li>• To understand the content of the podcast.</li> <li>• To solve the form.</li> <li>• To record the answer of the speaking session.</li> </ul>

Table 18

<b>Procedures &amp; Teaching Actions</b>	
<p><b><u>Synchronous</u></b></p> <ol style="list-style-type: none"> <li>1. Warm up: The teacher will start the session by writing the word "ACCOMPLISHMENT" in the board, and start eliciting vocabulary and thoughts from it, taking into consideration that it is a meaningful word in that part of the project.</li> <li>2. Teachers will share the podcast with students, they should listen to them without repeating. (limited time).</li> <li>3. Students will listen to the podcast again; this time they will have to take notes.</li> <li>4. They will be given a short space, which they will use to relate to the form, its vocabulary and structure.</li> <li>5. Once again a limited time will be given to listen to the podcast and make the form.</li> <li>6. Once the form is resolved, students must submit it, and a question and information space will be made available. It will also be explained how the next session will be.</li> </ol> <p><b><u>Asynchronous</u></b> (The questions are according to the podcast of each class) 1. The student should read two questions given in the speaking session.</p> <ol style="list-style-type: none"> <li>2. The student, autonomously, must prepare the vocabulary in written form and in the same way, organize his ideas, to structure his speech, and finally, record and send it.</li> </ol>	
<p>Evaluate the understanding around the podcast through the settled google form with the aim of checking vocabulary presented in the same, and check in the general listening comprehension</p>	
<p><b>Reflection After Session:</b></p>	<p>This session was different than the others, as it was longer than usual, the guys were a bit anxious about the spoken evaluation, and they were wondering a little bit about the subject of the final podcasts, later, in the process of the spoken evaluation, they were a little nervous about the questions and the possible answers they could give, but finally they got to think about the answers they wanted to give, and answer all of them. Sometimes taking their time to answer or giving a very accurate answer to the question.</p>

Likewise, it was created a google form (**See Appendix D**), which would be the evaluative complement of the listening sessions in English. These tests were created after the design of each script (**See Appendix C**); for this, 14 questions were asked per each form, which were made as "listening comprehension questions", the answer to each question was intended to demonstrate the contextual and structural understanding of the students in each podcast, the types of questions in the form were different, ranging from open questions, to multiple-choice questions, or even questions with multiple answers. For the speaking skill, several documents were designed in PDF format (**See Appendix E**), which contained the activities that had to be performed asynchronously. This comprised 2 to 3 questions on average per workshop, referring to the podcast, and thus, the students had to read, understand, think, and finally, record their responses, to lastly send them to the two student researchers.

#### **Fourth stage**

The sessions were carried out through the Google Meet application, which is a video calling service developed by Google; this offered us the possibility of being able to explain things in a very illustrated way, to give instructions, and to direct the activities that had to be developed during the synchronous sessions, this, thanks to its different tools, for example, the screen presentation tool, which allowed the possibility of presenting very clearly, in google documents, the step by step on how to develop each of the sessions, and the step by step on the order of the activities, and also, the pre-established timing for the activities. It also served as a tool that was used in the recording of some sessions, such as the midterm session, the final evaluation session, and finally, it was used to record the interviews, all of this, for its later analysis. The sessions were held for approximately 1 hour, where the lesson plans were

applied in a structured way, following the instructions contained therein. The practical work was divided into two working parts; synchronous and asynchronous (**See Image 3**),



*Image 3 Synchronous and Asynchronous, Source: Recovered from (Pappas, 2015)*

therefore, the listening ability was fully worked during the synchronous part, which refers to the mentioned hour. The main objective of this part was to encourage the listening comprehension practice of the participants, to identify vocabulary about the proposed topic, with the aim of doing the post-listening exercises (**See Appendix D**) and the further speaking activities (**See Appendix E**). For this, the procedure of the sessions was developed in a very similar way in its structure.

The first thing to do in each session was the warm-up; in this part, the idea was always to foster motivation and encourage positive students' attitudes that would get them close to the main topic of the session. Also, it played a role in generating interest and fostering students' curiosity and attention towards the session in general fomenting active learning. First, it started with a simple activity like showing them pictures of historical places of Miranda and asking questions like “have you been here before?”, this, to elicit vocabulary from their previous knowledge or just to get the whole class into context. The second thing to do was sharing the podcast with the students through WhatsApp; they had to listen to it at first, just

once, and then try to understand as much vocabulary or general ideas as possible that, without having the transcript or seeing anything else. The third thing to do was having students listening to the podcast for a second time, but this time they had the chance to take notes, again, about any known vocabulary that they might have caught or any complete sentences that would help them to better comprehend the main topic of the podcast.

Later on, and as a fourth step, the students were given a short period of time (5 minutes), in which they had the chance to go to the Google form (**See Appendix D**), where they were going to find the listening comprehension questions about the podcast, the idea was that they could get familiar with the types of questions, and the questions themselves, its vocabulary and structure. Lastly, the students were given limited time (approximately 20 minutes) to complete the 14 questions form, and once they were finished and the form was resolved, they had to submit it, the participants knew their results right away, which permitted them to know how accurate were them with the questions. Finally, the transcript a long (**See Appendix C**) with the speaking activity in a PDF file (**See Appendix E**) were sent to the students, so they could check their answers and make a reflection about their understanding.

On the other hand, the asynchronous work, was the time for the speaking skill, in this part, the specific topic was proposed in a PDF document, which was shared through WhatsApp, it included the instructions on the mechanism of how the participants should record their point of view in MP3 audios, it included the instructions, and 2 or 3 questions presented in the document which were ideally prepared to encourage their speaking, and these were related to the central topic of the podcast used in the listening session. The idea was that the student would already have an idea of the main topic and could be able to express their thoughts regarding it.

The students had to send 1 or 2 audios regarding the topic of each session during the whole project, which basically means that there was evidence of their speaking performance at each part of the process. The audios could be of 50 seconds in length per question or more. Every three sessions, the students were given feedback about their performance, ideally fostering an increase in the length of their audios, the improvement in their pronunciation, intonation, and fluency. It is important to note that there were 16 sessions held in total, of which one refers to the diagnostic evaluation, which would measure the level of English of the participants at the beginning of the process, one mid-term session that helped us to measure the progress in the performance at the middle of the process (**See Appendix F**), 12 completely practical sessions to foment practice, vocabulary and grammar acquisition, one final evaluating session to measure all what they learned during the complete process (**See Appendix F**).

Finally, the interviews enabled us to check the student's experience in the project in a qualitative way, to make a reflection about the process (**See Appendix G**). To finish, it is important to mention that all this work was developed, both in a synchronous and asynchronous way, as explained before.

### **Fifth stage**

At this Stage, it was the time to implement the semi-structured interview (**See Appendix G**), that was created to determine the students' perspectives on the research project. This time it was made a considerable effort to meet the participants on a personal attendance basis, taking into consideration that during the sessions all of them were carried out online, due to the pandemic of the covid-19, but now, there was an eagerness to make it physically to try to

talk to the guys in a more comfortable way and see their faces back from a long time. The interview was held at the institute American English Center, on the 30th of November 2020, at 4:00 PM, in the afternoon, there, there was attendance of seven people who came personally to the institute, and the other 5 participants took the interview online because there were personal affairs that did not allow them to come.

The interview had 12 questions in total which were created to inquire about the experience of the participants, what they thought of the proposal, their motivations to participate, their perspectives of it before starting it, their point of view towards the structure and organization of it, their own perspective over their performance before and after, and some others. This, with the aim of finding out if it helped them somehow in supporting and improving their listening and speaking skills, and whether they would be likely to continue using podcasts with frequency or not.

### **Analysis**

The analysis of results from the research work "creation and implementation of podcasts mediated by ICT as a didactic tool to support the listening and speaking skills of students of the American English Center Institute in Miranda - Cauca" is of great value in this research since these served in the presentation of conclusions and recommendations that are raised to the investigation. Additionally, the results obtained serve to propose strategies to support the deficit in the development of listening and speaking skills in the students of the American English Center institute, and that together with the use of technological resources, the teaching-learning process can be improved.

The data obtained through the tests, and the semi-structured interview, directed to students of the English institute American English Center, were valuable tools that allowed the interaction between the participants and student researchers to provide valuable results that coincide with the purposes and objectives carried out in the research work. These results, as well as the resources used, were tabulated for their representation in tables, informative, didactic and statistical structured through the application of Microsoft Excel, Google Forms, and Microsoft Word, whose theory, resources, mechanisms, and questions were derived from the theoretical framework and of the precision of the variables; podcast, ICT, EFL, speaking and listening skills.

In addition, each table and statistical graph is preceded by its respective interpretation of the information to support this research work. In conclusion, all the information obtained through the fieldwork research reflects the reality of the previously stated objectives. The use of podcasts mediated by ICTs promoted support for the learning process of foreign language learners and it familiarized them and encouraged them to continue using it, in a self-regulated way, for the development of other language skills and in other learning environments. It is important to note that, for the investigative process that was carried out, it was carried out with some minors who in turn had a written permission (informed consent) of their participation signed by the researchers, legal representative of the institute, and responsible parents, under the supervision of the university teacher in charge of the research work.

### **Diagnostic test**

The diagnostic test carried out at the beginning of the fieldwork was very useful since it showed the students how the structure of each session was going to be; it allowed them to make known the basis of this work, which is the podcast to support their learning process,



especially in the speaking and listening skills in English. On the other hand, it provided the necessary information for the researchers to become aware of the development of both listening and speaking skills. For this, it was used an "academic and colloquial" vocabulary in order to support students' processes and thus continue going advancing. With the results that Google Forms yielded, it was possible to register the average in which the students were from 1 to 100 in the listening area, in this first graph the general average of the class was 75%, which was a high percentage that was taken into account to continue supporting the two skills and that the students continue advancing. This graph came out of the exercise that students held in Google forms after listening to the podcast (**See Graphic 1**).



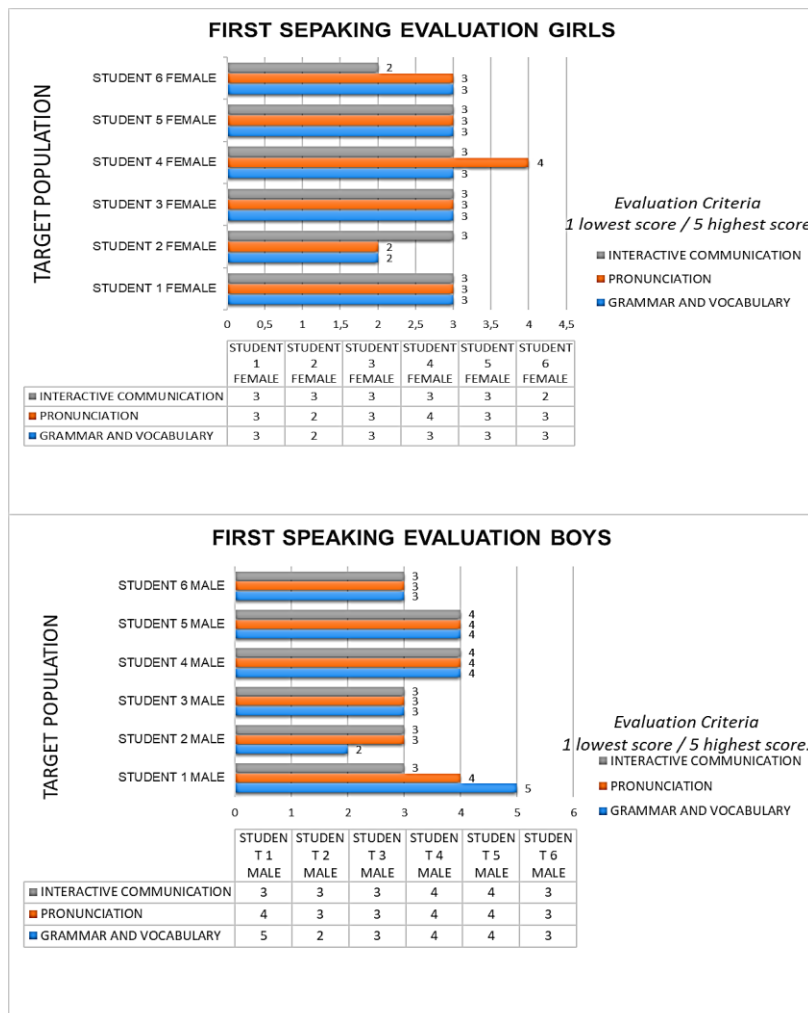
*Graphic 1. Average listening test (diagnostic)*

In the beginning, the participants got to know the purpose of taking a diagnostic test, but, first of all, a warm-up was done to break the ice (**See Image 2**), they were informed that they could ask or express their ideas in an open and calm way. It could be observed that during the session, some students participated actively, answering the questions with short sentences, others used some long sentences and using abbreviations, while other students would stop thinking what to say about it. It was also found that, several of the twelve participants

expressed through WhatsApp or the Meet chat that they did not understand how to develop the Google form (**See Appendix D**) or that it was difficult for them to use technology since they did not understand the guidelines that had been given, with this, it was observed that those who did not get instructions was because of them of absent and two students were having trouble with their internet connection, and the last one was not familiar with the Google Form platform, therefore, it was noticed that it was necessary to do a reinforce and explain it back again in the future lessons.

On the other hand, they also showed difficulty in answering their questions in audio since some of them did not answer the questions that they had been assigned in the speaking session (**See Appendix E**), but instead read some sections of the workshop that included the transcript they were given (**See Appendix C**) that was shared with them at the end of the diagnostic session.

Another thing that is important to mentioned it that the criteria utilized to evaluate the performance of the students, which based itself in a speaking test “versant style” that evaluated abilities such as; grammar, vocabulary, pronunciation, and finally interactive communication. The grammar and vocabulary showed the ability the student had to correctly use grammatical structures while talking, and vocabulary grades the ability the student shows when using new vocabulary in their speech. The pronunciation showed the ability the student had to pronounce words and sentences accurately and with good intonation. The interactive communication showed the ability the students had to understand, follow the conversation and give logic and proper answers that follow the conversation (**See Graphic 2**),



Graphic 2. Average of the speaking test (diagnostic)

Keeping this into account, for the diagnostic test there were several details observed; for example, in the first speaking session assignment (**See Appendix E**), it was found out that no student got to achieve a perfect score in the speaking abilities mentioned above, which would grade students in a scale from 1 to 5 being “1” the lowest, and “5” the highest. Though there were some good scores in general for being the first speaking assignment, there were detailed parts that required more work than others. As an example, it was noticed that just one student was graded 5 in this first speaking assignment which was the highest score in general in the

rubric utilized, but this was only in the ability “grammar and vocabulary” while for “pronunciation” got a four which was still good, but lacking practice and continuous work, and finally, for the “interactive communication” he got a 3, just there in the middle. This sample analysis shows that even though there was partly a high score in some aspects, no student got to have a perfect score in the speaking assignment for the diagnostic session while others required even more work.

In this first speaking assignment, it was also observed that the ability that needed work the most was the ability considered as “interactive communication” this, due to the fact that only two students out of 12 got to obtain 4 points in this aspect, the majority of them would be graded 3 out of 5 in this ability, and one student was graded 2. This showed the need of students to improve this aspect which was widely explained before in this analysis. It is very important to notice that there was a considerable difference in the score at this part between male and female students; men were a bit superior in the general score than women. In addition, observing precisely women’s performance apart, it could be observed that the ability that required work the most was the pronunciation ability as a result of the low score obtained in this aspect, mostly three out 4 on the scale. After this first diagnostic session, six more sessions were made in which both speaking and listening skills were supported.

### **Sessions**

Through the instruments used during the research, it was possible to record the entire process of the students each time the sessions were carried out both asynchronously and synchronously in the moment participants were developing the tests and the audio workshops proposed with the podcasts (**See Appendix A**). On the other hand, the students were

instructed to use a dictionary or translator to investigate unknown vocabulary, since at the end of each session, the transcription of the respective podcast was shared with a section called "glossary" (**See Appendix C**) where could find terms or expressions with their meanings and use, with this, it was observed when students began to recognize the vocabulary each time it put in use, in addition, it allowed them to read it with their respective calligraphy and in turn, listen to it through the podcast. At the same time, the students were asked to first express their thoughts in writing on sheets to make sure of the ideas they were raising, since, in the first sessions, the answers of a few of them were not very clear, so their ideas could be evidenced, and listening to the pronunciation on the podcasts helped them solidify each answer.

In addition, some students on several occasions asked teachers for help to resolve doubts, while others did little to resolve them; this information allowed to observe that for some student's teacher guidance is essential, while for others, it is easier to work autonomously when carrying out the instructions proposed in class. At the end of each session, the speaking session (**See Appendix E**) was shared with the students through the audios that they sent, it was observed that sharing both the podcasts and the transcripts (**See Appendix C**) allowed and helped them to create their answers with a correct cohesion, because as they had been told before, they wrote what they thought before answering by means of audio. Besides, it helped to their fluency and pronunciation since all the questions were asked according to the topic that was worked synchronously.

By carrying out the 15 sessions (**See lesson plans**), it was evidenced; first, individual work, because each one had to respond to their own material and work; second, the process of speaking and listening in English was strengthened in a synchronous and asynchronous way

because in each session there were podcasts with different vocabulary and topics, third, there was space for innovation since it had not worked with podcasts created by the researchers at the institute, and fourth, reflection, criticism and correction, since feedback spaces were opened that served for students to recognize where they were failing and take those into account for future sessions, it is important to mention that these aspects are positive and strengthen the academic process of each student. Another thing is that the six sessions that were done after the diagnosis and before the middle test served, in addition to support, for the students to advance in their listening and speaking.

### **Middle test**

The session scheduled for the average evaluation that was to watch the progress of each student was carried out by Google Meet synchronously. In the 6th session, that is, that of half of all the classes, the students expressed that they felt nervous because they were afraid of being wrong, but with the explanation and the space that was created to resolve doubts, they felt calmer, they were attentive to the indications given, it was explained to them in a simple way what the evaluation would be like (**See Appendix F**) which consisted of 5 parts in which they had to read some sentences aloud, answer some questions and repeat what they understood from the assigned expressions.

It is worth mentioning that, when performing the speaking part, the men were separated from the women because when observing previous sessions, it was possible to verify that they were developing and felt more confident when women were with the female teacher and men with the male teacher. On the other hand, the second part of the test was the same as the previous sessions, with the podcast and solving the Google Forms, but this time considering

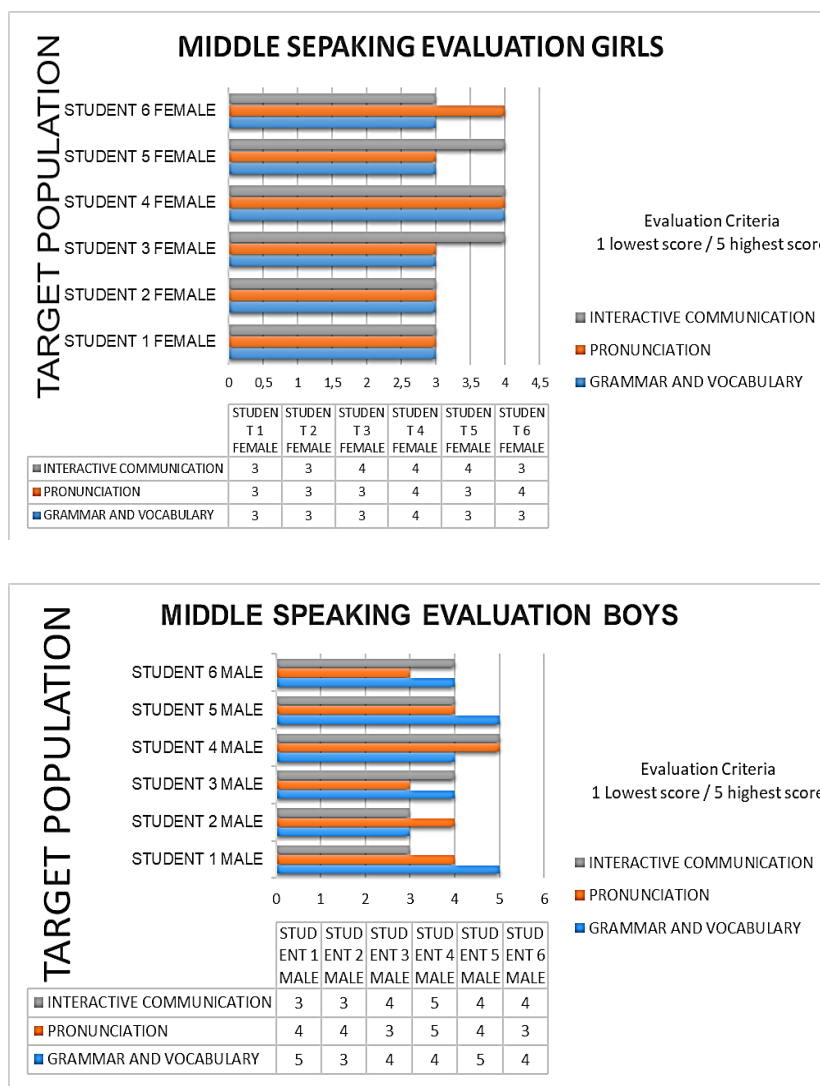
all the topics that had been discussed in the previous classes. With the following graphic, the progress of the students was observed, with this, it was possible to show that supporting the listening ability served as well as they remained in the average, they had an advance since their average according to Google forms was 76% compared to the diagnostic test which was 75%, it can be seen that they had progress in their process with the support of the podcast and all the activities that were used around it (See Graphic 3).



Graphic 3. Average listening test (Middle)

Proceeding into the speaking test for the middle term evaluation, there were several aspects found in behalf of their performance. The first was the increase in the scale of the “grammar and vocabulary” ability in which both men and women participants got to increase their performance considerably; it could be observed in the grades they obtained. In this middle test, 5 of the participants got a 4 in the “grammar and vocabulary” ability, it is also observed that 2 of them got a five which showed that their usage of vocabulary and grammatical structures at this level was perfect, and the rest of participants, got respectively 3 out of 5 in the same ability which signals the continuous work they had been doing so far, that still needed to be improved and required further preparation.

Moreover, at this stage it was also possible to perceive that male participants got higher scores in pronunciation than women at this stage. According to the graphic, and having a look at the communicative interaction ability highlighted in gray color, it is possible to observe that there was a significant improvement in both male and female participants contrasting it to the first speaking evaluation; all in all, it can be observed that there was an advance in basically the three abilities evaluated in this middle term speaking evaluation. (See Graphics 4).



Graphic 4. Average of the speaking test (Middle)

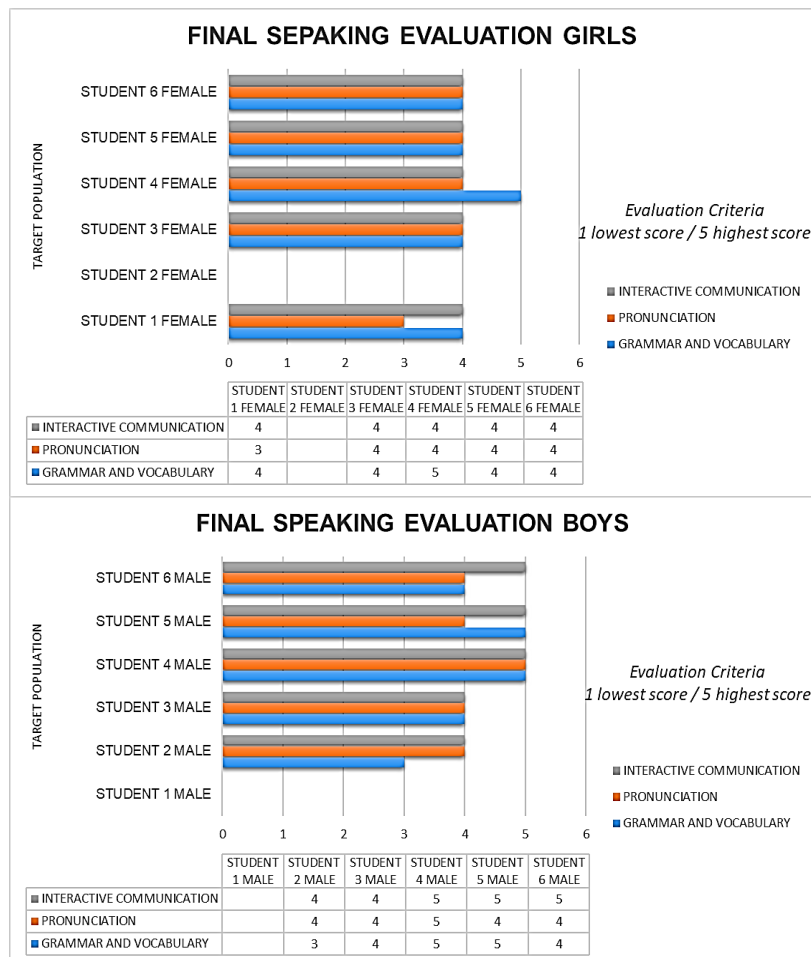


After this test, six more sessions followed in which Miranda topics were addressed, and the last four podcasts before the final test were on academic subjects.

### **Final test**

For the final session, the students were very interested in carrying out the activity since it was the same methodology as the one mentioned above and with the difference that this time the test was previously shared with them (**See Appendix F**) with different examples in order for them to practice it and feel more secure, with this, it was observed that their confidence and security improved when answering since their answers and pronunciation were more exact and concise.

In this order of ideas, in the interactive communication skill, it is worth noting that great part of the male participants got a general score equal or higher than 4 points in all the evaluated abilities. To start, it can be observed in the graphic for boy's result, that the interactive communication skill, it was the area where the greatest progress can be observed since there was a minimum score of 4 points, which shows that there was a very good participation and interaction with the students, not only did they improve a lot in this area and got almost the maximum score possible for it, but also they got a similar score in the pronunciation ability, by this, it could be said that there was a significantly improvement in this area as well (**See Graphic 5**).



Graphic 5. Average of the speaking test (Final)

At this point, and according to the graphic created for the female participants, It is observed that both men and women managed to obtain a minimum score of 4 points out of 5 in mostly each one of the three skills evaluated and mentioned above, in the same way, it was also observed that only two students obtained in 3 points in different abilities, which shows was their lowest score, since in the other skills they obtained a minimum of 4 points, it offers indications of significant improvement taking into account the middle test.

In addition, it was observed that in the Google forms graph that their listening is above the first and second test since in the diagnostic test the percentage was 75%, (**See Graphic**) in the middle test was 76% (**See Graphic**) and in the final test was 84%, these averages show

the results of the students' performance in the 3 test of the fieldwork where it can be highlighted the advance and this would not have been possible without the work done in all sessions with this and the previous information, it was possible to demonstrate and confirm that the podcast as a tool allows supporting both listening and speaking skills, in addition, it allowed progress in the students' process. (See **Graphic 6**).



*Graphic 6. Average listening test (final)*

Finally, it must be said that in the final performance test, it was noticed the absence of two students, one male participant and one female participant, this, due to personal matters or possibly because of bad internet connection. As a result, they could not make it in time for the final evaluation; two attempts were made to do it at times that both teachers and students could; however, it was not possible to do it; considering this, it is important to note that the process was carried out with the other ten students remaining in the process, nevertheless, it is pointed out that with the absence of a student the result or the support process of this work was not affected since it was a personalized and individual work that each student did.

## Interview

At the end of all the sessions, an interview was applied (**See Appendix G**) to the twelve students who did part of the fieldwork, this was in person with some students, and others carried it out virtually, this is due to the fact that the students who did it in a non-face-to-face way did not have free time on the day of the interview. The purpose of this interview was to evaluate the perspective that students had towards the use of podcasts as a didactic tool to support listening and speaking skills in English, in which the following questions were asked:

- Why did you decide to participate in the proposal?

In this first question, the general response of the students was that it was an opportunity to advance their speaking and listening skills in English; several of the students agreed that they decided to participate in this project because they felt the desire to continue learning, they also expressed that they wanted to take advantage of that space to study English since due to the situation of the Covid-19 pandemic they had stopped their classes at the institute, so they agreed to take the classes with podcasts not as a favor towards the two researchers but as an opportunity and help for themselves, a student expressed “many times we do not have the means or the possibility to go to an institution and pay to learn because we have commitments or we do not have the money, that is why we must take advantage of everything that comes our way to help us grow” it is important to note that the researcher thought that students did it like a favor. On the other hand, a student affirmed that her dream was always to learn English, to be able to speak and understand it perfectly, and although she had already been studying English for a year, she noticed the deficiency in both listening and speaking skills, therefore when both researchers spoke of the project, she took it as great news, as it was her way to improve and advance her English.

- What were your perspectives before starting the project?

In the second question, the students had different perspectives; some students agreed that there would be activities in which they would interact with each other to talk about the topics that were covered in the podcast of each session, and then, they would be recorded for later listen to their pronunciation and thus be able to correct their mistakes. Another student thought that the project was a compliment to what was being worked on in the institute, she expressed, "I thought it would be something practical, not so theoretical, like interacting with classmates to lose the fear of speaking and make it more natural", however, the other students did not have any perspective because they did not know the tool with which they worked, that is, the podcast. Even so, everyone agreed that it would be a very beneficial practice for their learning and that it would help them to improve and excel; one student expressed, "since English is something very essential in our lives."

- Do you consider podcasts a useful tool for developing listening and speaking skills? why?

In the third question, for some students the podcast is a very important tool because it helps to develop both skills, listening, because when listening to a subject in English for a long time, the ear begins to adapt, it also allows to understand or identify little by little the unknown words, the second skill, that is, speaking because when expressing their ideas about the topics of the podcasts, this skill is repeated and practiced a lot, one student expressed, "I think it is self-learning because when listening to the podcast several times besides to identifying the known and unknown vocabulary, I can also correct the words that I said wrong, in addition, in the speaking area, when I express my ideas I can give them more clearly because I speak about a topic that I already heard and with the correct pronunciation".

On the other hand, two students affirmed that podcasts are an excellent study and support tool because they can listen to them at all times and as many times as they like, one of them said, "this helps me to learn not only vocabulary but also interesting topics that I was unaware of"

- Which themes did you like the most of all the podcasts?

In the fourth question, the students agreed that all the podcasts had very interesting topics and expressed they had liked very much that these were about Miranda, their environment, and where they had lived all their life; they also affirmed that the last podcasts were very interesting because those talked about people's experiences in their English process and in their profession as English teachers, several of these students said that this allowed them to realize the opportunities and benefits of knowing another language as with this they get the chance of leaving the country in seek of opportunity, so they get to know a new culture and even formally work abroad. Another student expressed that, although she had liked the podcasts a lot, the ones that most caught her attention were those in which they talked about history since she was unaware of many events in her hometown. On the other hand, a student thought that he liked hearing so many things about his municipality, and above all that the vocabulary that each podcast had, was related to each of the spaces or places that were mentioned, for example, when talking about economy vocabulary such as: "cheap, expensive, or also number words," or when history was discussed it had to do with dates and time, in addition to the fact that there was a particular language since colloquial words were used that would not be heard in academic settings. It is important to say that when asking this question, a new question arose and it was; If by making the podcasts focused on the municipality, learning was easier for them, the students' response was yes, because for them there was a very natural relationship because although it was in English, they talked about topics that had

revolved around them all their life either in talks or simply because they were there, therefore, when they listened to the podcasts, they not only listened to them but also they located themselves there and imagined the context.

- What did you like the most about working with podcasts in your process of learning English?

In the fifth question, a student expressed that what she liked the most about working with podcasts was the process that was done with them, for example, looking for the unknown words and starting to make the sentences since this allows her to become familiar with the vocabulary and its pronunciation, also in the use and context of words, other students said that when working with this tool they liked how they understood the topic, then they could naturally speak about their opinions towards it, also because they had to repeat several times so that their recording could be heard fluently. On the other side, some students expressed that they really liked that it was a tool that they could take anywhere and listen to it wherever they wanted, also that the teachers shared the transcript with a glossary after listening to the podcast since that way they could see the form to write each word and read them with the pronunciation they heard.

- What do you think of podcast structure, rhythm, tone of voice, and vocabulary?

In the sixth question, the students had different opinions, one of which was that some of the podcasts were more difficult than others because of the tone of voice and vocabulary. However, it was expressed that this also helps to familiarize the ear with different ways of speaking and various types of voice. Another student said that she liked how the podcasts were structured; that is, there were always two voices where one of the researchers asked and the other answered, and this allowed two tones of voices to be heard, two ways of speaking,

two types of accent and also to be attentive to everything that was said, the time in which it was spoken and if it was something interrogative or exclamatory. There was one student in particular who stated that for him, some podcasts were more difficult because the teachers spoke very fast; therefore, he had to listen to them more times than indicated by the researchers.

- Do you usually use apps or platforms to work on the listening and speaking skills independently? Yes/no: (What type of podcast have you worked on before the proposal?).

The participants indicated that even though they use technology a lot, that's to say, they use a lot of screens, when their cellphones, smartphones or any other Smart device, they use those most of the time, just for fun, but not exactly to study "I check the media, I watch social media such as Facebook, Instagram and WhatsApp, just to talk to friends and have fun, but not exactly to use that time learning". Students agreed that their participation in the project encouraged them to implement new learning habits from the usage of cellphones and ICT, such as changing the language of the cellphone to English, watching movies in English with subtitles, and listening to podcasts.

- How do you feel your English is now, compared to the moment you started your participation in the podcast project?

Students highlighted that they felt their listening skill improved in a very meaningful way, to the point that they could feel like understanding more when watching movies or just listening to music in other situation that required the English language, they could notice the improvement by not having to repeat so many times the podcasts as the time passed.



- Do you think this tool can continue to be used to improve these skills? why?

The participants felt very comfortable with the work carried out to the point that they repeatedly mentioned that they would continue to use the podcasts resource because not only could they continue to improve their listening and speaking skills in English, but also, they could learn more from general culture and about the world around them.

- Would you recommend using podcasts to improve listening and speaking skills?

Due to the notable results that the participants felt in their English, the majority of them recommended using podcasts as a tool to improve the speaking and listening skills, participants mentioned not only having improved their English skills, but also learning a lot about the municipality, about its culture, economy, population among others, they discovered that even though being raised in the town, and living there for a long time, they did not know many of the facts presented in the podcasts, so that was a great part of the work.

- Explain, why this proposal was beneficial for you?

As mentioned above the participants felt the support, the improvement in the listening and speaking skill, that were both going to help them communicate better, and give them a lot knowledge from different topics.

- What recommendations would you make for the improvement of the proposal?

Participants suggested that the work was very complete, they felt very comfortable with all the activities carried out, and they added that it was a very good idea to do it in the

institute, since they had a great opportunity to resume learning English after a long time of not studying due to confinement as a result of the covid-19 pandemic. In addition to this, they recommended that to improve the proposal, new thematic could be introduced, which would encourage critical thinking for the purpose of starting to generate awareness of the world around us, they also suggested that there could be more participants in each of the podcasts, this, with the aim of listening to different points of view on these topics, also, to have the chance of counting on the presence of experts that could give the audience a more precise point of view, to make the sessions even more interesting, and finally to explore the possibility of being able to do the podcasts not only in English, but also in French, this could wake up more interest in the students and make it seen more catching.

## **Conclusions**

During the analysis of the implementation of the podcasts in this proposal, it was possible to conclude the next aspects:

- In the first place, that it is necessary to express and explain well all the instructions and ideas for the proposed activities.
- It was also evidenced that it is necessary to ask each of the students if they are familiar with the platforms with which they work to be able to continue or, on the contrary, explain them.

- The researchers were able to realize that by assigning participation, the shy students were losing their shame.
- It was observed that by providing them with tools such as the glossary or translator where the participants could see the meaning of the unknown words in the podcast transcript, worked as a didactic tool that facilitated the relationship and understanding of the students with the podcast besides they were able to advance in their pronunciation and fluency since they related the words and the context.
- It was also evidenced that, when giving feedback with the students, they more and more they remembered mistakes and did not make them again when using the words or terms they learned again.
- It is important to mention that to achieve progress while supporting two skills, it is necessary to give tips or guidelines to the students and with this it was shown that, for example, allowing them to write their thoughts on a sheet helped them to strengthen their answers.
- On the other hand, when observing that some students prefer to work independently and others prefer the teacher's guidance, it was possible to conclude the importance of clearly explaining all the steps, also that it is necessary to have enough patience to make the students understand that do not understand.

- It was concluded that observing the way a student expresses himself is also very important since it can tell if he is uncomfortable, nervous, calm or lost in what is explained to him.
- The fact that male students worked with the male researcher and female students with the female teacher, allowed them to speak and develop their ideas with more confidence.
- It is important to express that sharing the examples, activities or material with the students beforehand, generates security and confidence in them.
- Also, it was evidenced that by carrying out a personalized and individual work, it allowed the process not to be affected since each student had her own rhythm.
- The asynchronous activities that the participants had to do in relation to the assignments for the improvement of speaking ability, worked well and significantly in improving their speaking ability.
- The fact that the participants had to record their voices several times trying to obtain a good pronunciation and to be able to express their ideas more clearly, evidenced a notable improvement in their ability to interact orally in English.
- Doing asynchronous speaking activities will allow the students to manage their time, and develop the activities at their own pace, which contributed to obtaining better results in the audios recorded by them.
- The interview allowed to know the point of view of the students towards the Research Project since their opinions help to improve in each area.

**Recommendations**

- It would be very useful for the students of the Modern Languages Program if they implemented exclusive listening and speaking activities where students, in addition to hearing or speaking, can also create their own podcasts to improve their two skills.
- For the American English Center, it would be good if it implemented this material created by the researchers to continue supporting both listening and speaking skills.

- Students are encouraged to continue using podcasts and to develop activities around this tool that help them reinforce all their skills, specifically those of oral and auditory communication.
- It will be beneficial and an interesting fact if there would be the possibility of continuing researching about this area and doing a deeper checking and study of the project, this will allow both the students and the institute benefit from it.
- Implementing podcasts in the Modern Languages Program would be an astonishing way to reinforce student's listening and speaking skills, not only in the proficiency using English or French, but fostering the intercultural knowledge, considering the level of English students are supposed to have when getting the bachelor's degree in foreign languages, podcast could be made by teachers, or simply extracted from the thousands of resources online.
- For the institution American English Center, it is important to keep letting the students researches do investigations that have to do with the English learning process in the different fields, and these types of academic mechanisms strengthen the quality of the same.

### **References**

- Heraldo de México. (10 de Febrero de 2020). *El heraldo de México*. Obtenido de <https://heraldodemexico.com.mx/trip/parasitos-oscar-2020-mejor-pelicula-corea-surgangnam-style/>
- Pappas, C. (2015, October 9). *e-Learning Industry*. Retrieved from Synchronous vs Asynchronous Learning: Can You Tell the Difference?:

<https://elearningindustry.com/synchronous-vs-asynchronous-learning-can-you-tell-the-difference>

Alcaraz, C. (2007). Motivación y edad: Dos factores clave en el aprendizaje de la expresión oral.

*Catholic University of the Sacred Heart*, 205.

Aldana Talero, S. E. (2012). El podcasts en la enseñanza de la lectoescritura. *Revista Virtual*

*Universidad Católica del Norte*, 24.

Aliaga, F., & Bartolomé, A. (2006). El impacto de las nuevas tecnologías en educación.

*ResearchGate*, 8.

Arias Vesga, I. F. (2017). Desarrollo e Implementación de Herramientas Didácticas en las Áreas

de Gestión y Procesos del Programa Ingeniería Industrial de la Universidad Santo Tomás

con Enfoque de Tecnologías de Gestión de Producción. *Universidad Santo Tomás*, 12.

Badillo Abril, R. (2011). Aplicaciones y estrategias "Web 2.0" en la Educación Médica. *Salud*

*Uninorte*, 277.

Badillo Abril, R. (2011). *Aplicaciones y estrategias "Web 2.0" en la Educación Médica*.

Barranquilla, Colombia: Salud Uninorte.

Brañas Espiñeira, J. M. (2007). La metamorfosis de Corea del Sur. *Anuario Asia Pacífico*, 363.

Brown, H. (1994). *Teaching by principles, Second Edition*. San Francisco : Pearson ESL.

Burns, A. a. (1997). *Focus on Speaking*. Sydney: National Centre for English Language

Teaching and Research.

Centro de Escritura. (2019). Normas APA Sexta Edición. *CentroddeEscritura Javeriano*, 10-23.

Domingo, M. (2002). Naturaleza humana y estado de educación en Rousseau: la socieda. *Pulso*,

45.

EF (Education Firt). (2019). Índice del Dominio de Inglés de EF para Escuelas. *EF EPI-s*, 5-9.

Escallón Largacha, E. (Marzo-Mayo de 2007). *Altablero(40)*. Obtenido de Escuchar, comprender y mejorar las relaciones: <http://www.mineducacion.gov.co/1621/article-122245.html>

Fariñas, T. (31 de 10 de 2019 ). *ACV*. Obtenido de ¿Por qué sentimos miedo?: cómo funciona el cerebro y por qué a veces se disfruta el terror:

[https://www.elconfidencial.com/almacorazon-vida/2019-10-31/sentimiento-miedopsicologia\\_2306816/#:~:text=La%20respuesta%20al%20miedo%20comienza,sentimientos%20de%20miedo%20y%20ansiedad.](https://www.elconfidencial.com/almacorazon-vida/2019-10-31/sentimiento-miedopsicologia_2306816/#:~:text=La%20respuesta%20al%20miedo%20comienza,sentimientos%20de%20miedo%20y%20ansiedad.)

Federación de Enseñanza de CC.OO. de Andalucía. (2009). Temas para la educación. *Revista digital para profesionales de la enseñanza* , 1.

Fernández Carballo, M. V. (2006).

Las TIC en la enseñanza del Inglés como Lengua Extranjera (ILE): una herramienta online y una of f-line. *Revista latino Americana de tecnología educativa*, 410.

G. Batt\*\*, E., & Díaz Larenas, C. (2010). Explorando un modelo lingüístico-pedagógico innovador para la enseñanza y aprendizaje del inglés y la formación inicial docente en Chile\*. *Contextos*, 37.

Ganduxé, M. (9 de Enero de 2018). *E-learning Actual*. Obtenido de ¿Qué es el e-learning?: <https://elearningactual.com/e-learning-significado/>

Gutiérrez Porlán , I., & Rodríguez Cifuentes, M. (2010). Haciendo historia del podcast: referencias sobre su origen y evolución. En *El podcast* (pág. 5). Murcia : MAD. Eduforma.

Guttman, C. (2003). Education in and for the Information Society. *UNESCO*, 12.

Hernandez, R. (2017). Impacto de las TIC en la educación: Retos y Perspectivas. *Propósitos y Representaciones*, 329.



Kumar , S., & Tammelin, M. (2008). Integrating ict into language learning and teaching.

*ODLAC*, 5.

Moreira Segura, C., & Delgadillo Espinoza, B. (2015). La virtualidad en los procesos educativos: reflexiones teóricas sobre su implementación. *Tecnología en Marcha*, 129.

Mosquera, G. C. (2015). *El uso del podcast como estrategia para promover competencias en lectura y escritura*. Bogotá d.c.: Universidad de la Salle.

Nacional, M. D. (2009). Decreto No. 4904. *MEN*, 1.

Otero Ortega , A. (2018). Enfoques de investigación . *Métodos Para El Diseño Urbano - Arquitectónico*, 19.

Peluffo, M. V. (2007). El habla: una macro-habilidad. *Proyecto Escuela de Lenguas*, 1.

Peluffo, M. V., & Ruiz Arcodia, L. (2007). Presentaciones orales en los cursos de jóvenes y adultos: Hacia una maximización de su potencial. *Proyecto Escuela de Lenguas*, 1.

Pérez , C., & Chacón, C. (2011). El podcast como innovación en la enseñanza del inglés como lengua extranjera. *Pixel-Bit. Revista de Medios y Educación*, 42.

Plan de Desarrollo Municipal. (2004). DECRETO 117 DE JUNIO 12 DE 2004.

*“Miranda...Progreso y Oportunidad para Todos”*, 10-11.

Prada Hernández, V. F. (2014). Refining Speaking and Listening Skills Using Podcasts.

*Enletawa Journal*, 10-11.

Quintero, F., Sánchez, O., Ibarra, M., Bravo Buchely, A., & Ordoñez, D. F. (2016). TIC en la enseñanza del idioma inglés en el curso de extensión nivel A1 infantil de la Institución Universitaria Colegio Mayor del Cauca. *VII Coloquio Internacional de Educación* , 1-2.

- Ramírez Castro, J. (24 de Enero de 2019). *El Tiempo*. Obtenido de Los podcasts se consolidaron en el 2018: <https://www.eltiempo.com/cultura/los-podcast-en-colombia-llegaron-paraquedarse-309040>
- Reza Farangi, M., Nejadghanbar, H., Askary, F., & Ghorbani, A. (214). The Effects of Podcasting on EFL Upper-Intermediate Learners' Speaking Skills. 1-3.
- Rodríguez Rodríguez, L. (2011). Establecimiento del Inglés como Lengua Franca. *Universidad de Almería*, 13.
- Sampieri, R. (2008). Los métodos mixtos. En R. Sampieri, *Metodología de la Investigación* (pág. 546). Ciudad de México: Mc Graw.
- Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (1994). Definición del tipo de investigación a realizar: básicamente exploratoria, descriptiva, correlacional o explicativa. En R. Sampieri, C. Fernández Collado, & P. Baptista Lucio, *Metodología de la investigación* (pág. 13). Ciudad de México: Mc Graw Hill.
- Sánchez Casademont, R. (1 de Febrero de 2020). *Fotogramas*. Obtenido de Recuperado de: <https://www.fotogramas.es/noticias-cine/a29592344/parasitos-final-explicado/>
- Shimagata Tripod. (s.f.). *Tripod*. Obtenido de <http://shimagata.tripod.com/spanish/susgloss3.htm>
- Sierra Llorente, J. G., Romero Mora, B. S., & Palmezano Córdoba, Y. A. (2018). Causas que determinan las dificultades de la incorporación de las tic en las aulas de clases. *Revista Panorama*, 34.
- Talandis, J. (08 de Mayo de 2008). *The Web 2.0 in the classroom: An introduction*. Obtenido de <http://web20intheeltclassroom.blogspot.com/>

Toledo, M. (02 de Abril de 2019). *InboundCycle*. Obtenido de ¿Qué es un podcast y por qué te interesa tener uno?: <https://www.inboundcycle.com/blog-de-inbound-marketing/que-es-un-podcast>

Verbiar, J. (2015). Enseñanza sincrónica y asincrónica en aulas virtuales y mixtas. *ToolKit*, 2.

## Appendix

**Appendix A.** Folder of podcasts (Google Drive).

<https://drive.google.com/drive/folders/1eYv4eb75KAEDKxaGywR5ULKEFDfbrjzG?usp=sharing>

**Appendix B. Informed consent****AMERICAN ENGLISH CENTER S.A.S  
CONSENTIMIENTO INFORMADO  
DE PROYECTO DE INVESTIGACIÓN**

Yo \_\_\_\_\_, identificado con CC No: \_\_\_\_\_ quien figuro como acudiente del estudiante \_\_\_\_\_ de \_\_\_\_\_ años de edad e identificado con D.I. No \_\_\_\_\_ del curso de inglés A2 del instituto AMERICAN ENGLISH CENTER S.A.S, acepto de manera voluntaria que, al estudiante mencionado, se le incluya como sujeto de estudio en el proyecto de investigación denominado: **EL USO DEL**

**PODCAST COMO HERRAMIENTA DIDACTICA PARA APOYAR LAS HABILIDADES DE HABLA Y ESCUCHA DE LOS ESTUDIANTES DEL INSTITUTO AMERICAN ENGLISH**

**CENTER EN MIRANDA-CAUCA**, como parte del trabajo de grado del programa de Lic. En lenguas Modernas Inglés – Francés de la Universidad del Cauca, a realizarse entre los meses de Julio a octubre de 2020, esto, luego de haber conocido y comprendido en su totalidad, la información sobre dicho proyecto, riesgos si los hubiera y beneficios directos e indirectos de mi participación en el estudio, y en el entendido de que:

- Su participación como alumno no repercutirá en los horarios de desarrollo de actividades ni evaluaciones programadas en el curso, y tampoco en horarios de su escuela y/o colegio habitual. □ El estudiante se comprometer de manera voluntaria a estar disponible durante la realización de las sesiones del trabajo de investigación, así como a cumplir con las asignaciones allí propuestas. □ El estudiante no hará ningún gasto, ni recibirá remuneración alguna por la participación en el estudio. □ Se guardará estricta confidencialidad sobre los datos obtenidos producto de su participación y serán estudiados por los investigadores del programa de Lenguas Modernas de la Universidad del Cauca. □ Si en los resultados de su participación como alumno se hiciera evidente algún problema relacionado con su proceso de aprendizaje, se le brindará orientación al respecto.
- El estudiante y/o padre de familia puede solicitar, en el transcurso del estudio, información actualizada sobre el mismo, a los investigadores responsables.

Firmado el: \_\_\_\_ de Julio del 2020.

**Appendix C. Scripts of the podcasts**

**AEC Diagnostic transcript**

Welcome to AEC podcasts for the new generations of English learners, today like everyday broadcasting from MIRANDA – CAUCA. J: Hello Luis, ¿How are you?

L: Hello Juliana, I'm **thrilled**<sup>1</sup> about today's first interview, how 'bout you? J : I'm so goodddd, I'm very excited to be able to start this program today from my magnificent town.

L: Yes I'm so excited too, and it's very nice talking to you after a long period of **quarantine**.<sup>2</sup>

J : Yes I know it's been a rough time, but it gives us a very good chance to start this project.

L : I could not agree more with Juliana, and, talking about Miranda will be so fun, **I bet**<sup>3</sup> ! J

: Of course, you know I was born and raised in here, great part of my childhood and I feel so Mirandena, tough I lived **abroad**<sup>4</sup> with my parents for a while.

L : Ahh yes, correct, I remember you coming back from Spain like in 2011, and we finally **run into**,<sup>5</sup> at the university of Cauca, in 2016. Right?

J : Yes, what a wonderful time our initiations to university life, ;so fun !

L : Yes, it was an **awesome**<sup>6</sup> time.

J : Okay Luis , after all this cute repertoire we're ready to start with some interesting questions about your perception of the English language learning in Miranda – Cauca. I know you've been a teacher for a while in this town, you run AMERICAN ENGLISH CENTER, which is, in other words, your own **enterprise**,<sup>7</sup> and you've also worked with teenagers and young adults a lot. So, the question is, what do you think about the English language level of people in Miranda?

L : So, Miranda it's a town in which the **eager**<sup>8</sup> to learn languages it's growing fastly, and, more and more people are wanting to learn, not only English, but other languages as well, **though**<sup>9</sup> it's English the one that everyone wants to learn the most, and it is for several reasons, of course ! such us , studying abroad, travelling, working, or just for improving their **grades**<sup>10</sup> at school. In general, I'd would say that there's still a big need of foreign language **reinforcement**<sup>11</sup> in public and private schools in Miranda, since the results in the foreign language section at the ICFES exam are not the best, students in general are not **reaching**<sup>12</sup> up to 60 points out of 100, so, from that I'd say that there is an evident necessity to make real **adjustments**.<sup>13</sup>

J : I see your point, and I also think there's still a lot of work to do about the English language learning and teaching in Miranda, there's an evident necessity of **investing**<sup>14</sup> money in this important **field**<sup>15</sup> for town's people development, and personal growth, so I totally agree with you. And Luis, talking about languages, have you talked to the students about their perception of travelling abroad?

L : Yes I have, in the middle of my classes, students would ask a lot about my trips and they showed themselves very interested about learning about the country, and the culture, and the way American people speak.

J : Luis would you mention one of those words that are not very common that you learned while abroad?

L : Sure, I remembered once I taught my students the word « Lit » that would be used by young people in the US to express something that is very amazing at no sense. And, they said they've listened to it in songs and YouTube videos.

J : oh very nice... and when you talked about the trips, did you think about a way to **advice**<sup>16</sup> these guys to travel?

L : Definitely, I'm actually on my way of creating a type of **advisorycenter**<sup>17</sup> for students that want to start a process to travel abroad with programs that allow them to have an experience to learn English and encourage their **leadership**<sup>18</sup> skills for the future, taking into account my past experiences of my trips to summer camps in the US.

J : Oh awesome ! I really like that idea, “it sounds so cool” mostly because you've been a participant to these summer camps several times, and that experience will support a lot, that initiative and I also think it would be very nice if you could take this advisory center to schools and **encourage**<sup>19</sup> more guys to **join**.<sup>20</sup>

L: Definitely, you're right, I'll **take it into account**.<sup>21</sup>

J: Okay Luis, on the other hand, what if we tell people a little bit about the place in which we were formed as English speakers, do you want me to start?

L : Sure, please go for it...

J : okay, firstly I wanna say that the university where we study is a **branch**<sup>22</sup> from main university of Cauca in Popayan, and it is located in Santander de Quilichao, which **in turn**,<sup>23</sup> it's very close to Miranda Cauca, you just need to take on a 60 minutes car drive, or a 75 minutes bus ride to arrive there, and this will make transportation very easy for students in Miranda, that want to go there... probably to study the same **career**<sup>24</sup> like ours, which is Modern Languages.

L : Sure, I have to say that the Modern Languages program in Santander de Quilichao is awesome and it would be a good chance for Mirandinos to become English and French teachers, without traveling far to Popayan, or **struggling**<sup>25</sup> very much for a place in other university, and in other ways it would be useful to improve the level of foreign language in this case English in Miranda.

J : I agree Luis, and just to finish, what do you consider important reasons to learn English? L :

The strongest reason I consider learning English is important, is that it is the universal language, it is the most spoken language in the world as a **foreign language**,<sup>26</sup> and that is connected to interests like traveling, studying, doing business or just making new friends online.

J : Okay Luis I guess this would be a topic for a **further**<sup>27</sup> episode.

L : Totally, I'd be happy to talk about it. J

: thank you Luis.

L : You're so welcome Juliana. J:

Bye, bye.

L: See you!

## First podcast script

### AEC Transcript

L: Hello Juliana, good afternoon, how are you?

J: Hi Luis, how are you doing?

L: I am so happy as today we're going to be able to start with this second episode for next Saturday's session.

J: yes, sure.

L: so it's really cool to be able to continue with this project.

J: yes, it's so great, you know, and best of all, is that we can do it right here in Miranda with the population here, and also we are able to show a little bit of what Miranda is like.

L: Yes, I totally agree, and being able to apply it at the institute with the guys, and to be able to somehow retake that process with the students, a process that had been carried out since January, but due to the **pandemic**<sup>1</sup> of the Covid 19, we sadly had to stop all the academic processes. J: Yes, of course, I know, and on the other hand, is it okay if we talk a little about Miranda?

L: Yes, I think it'd be great since in the first diagnostic session, uh, we mentioned Miranda - Cauca, and well, I know that the 90% of the students are from Miranda, but, I find it very interesting that we can talk a little about our town, since I believe there will be at some point those who would use these podcasts for **supporting**<sup>2</sup> their learning processes in this case those who are learning English.

J: Fine, **picking up**<sup>3</sup> to what we were talking about in the last podcast, we said that Miranda was very close to Santander de Quilichao, but it is also very close to Cali, so that also gives us access to finding many beneficial things in the city. On the other hand, Miranda is located in the north of the department of Cauca, and at the same time it also **borders**<sup>4</sup> Valle del Cauca, so we could say that it has several economic **incomes**.<sup>5</sup>

L: Well, look, something that has always seemed interesting to me and, as you mentioned it, is the closeness from Miranda to the city of Cali, it takes approximately 1 hour and 15 min in public transport, while if you have your **own**<sup>6</sup> car, it could be reduced to only 50 minutes, another thing that I find interesting when talking about distances, is that the Alfonso Bonilla Aragón airport is even closer than Cali itself to Miranda, it only will take you 45 minutes to be there from Miranda, and it is an international airport where you can take flights to several destinations in the world, so the fact of being in the border with Valle del Cauca is very beneficial for Miranda's **inhabitants**.<sup>7</sup>

J: Yes I know, and you know what's something I think it's very interesting, but this time going a little bit into history, I was remembering the other day that the local **sketch**<sup>8</sup> of this town is very beautiful, and it's not because I'm from here, but Miranda is a very beautiful town, and It was a created town, it wasn't something like everybody would come and start building houses everywhere they wanted to, but Miranda's sketch was taken from a European town's sketch, mmmm, I don't remember if it is from a town in France or Italy, but there is a town exactly like Miranda in Europe, very well ordered and very well organized such as Miranda.

L: Oh wohoooo, I didn't know, I really hadn't heard about this before, but how interesting to know and bring it into this conversation.

J: Yes, of course, sometimes it is good to know those things, like the history of our people and our society, this case in a small version.

L: Yes, of course, I have always been **struck**<sup>9</sup> by the charity and charisma of Miranda's people, people are very welcoming and friendly, though the town for many years was getting bad comments of people from other regions, due to those dark experiences lived in the past, where the war and violence were a dominating fact in this town, but Miranda has been **recovering**<sup>10</sup> quite a bit in that aspect, and nowadays we can already see the progress in various aspects, as in the cultural one, as in the sporting field, you know, I'm always very interested in things like music and the Miranda's music school is something that has brought quite an important cultural advance to this town, mostly for kids and teenagers. I even remember, you were part of that



process at some point, and it is so interesting that we start reinventing our town in such a cultural way.

J: You know, something that **strikes**<sup>11</sup> me about this project, is that, all that cultural, sporting and artistic part is going to be able to be reflected to other people through these podcasts, because unfortunately when you go to other towns or cities and you say something about Miranda, , people start to think bad things like "it is dangerous there, or that there is a lot of violence, or even they say **stuff**<sup>12</sup> like « it is full of guerrillas » and things like that, **precisely**<sup>13</sup> because of that dark past that we talked about, but Miranda is demonstrating no longer so, and people and leaders are demonstrating that Miranda that, on the contrary, there are many good things, the culture of the town's inhabitants is being greatly improved and this allows young people and adults to advance creating relationships between people, and the eager to keep improving their future, not only the economic one, but also their academic one. So I think this project allows us to show people who we are in fact, and what we are doing to improve the image of the Miranda.

L: Yes, of course, I totally agree and it is very important to start deleting these **stereotypes**<sup>14</sup> of war and violence from people's minds and tell people from other regions that, although northern Cauca has been very affected by the Violence, it is also the region where the vast majority of Cauca's local taxes resources are produced for the whole department, as there are many companies that produce food, **supplies**<sup>15</sup> for other industries, and in addition to this, a great part of Cauca's employment for the people of the region, and I have to say that the north of Cauca is the region that has historically maintained this department economically.

J: Definitely Luis, and then, when it comes to job creation for the locals, here in town, we have a very large **sugar mill**<sup>16</sup> which is « Ingenio del Cauca » right? And there is also another company that also provides a lot of employment to the inhabitants of Miranda and other municipalities nearby, which is INORCA.

L: Yes, though the « Ingenio del Cauca » is one of the mills that **belongs**<sup>17</sup> to the private sector, and it has an owner who is one of the richest men in Colombia, and it must also be mentioned that it is a recognized company, both nationally and internationally, and for many years It has generated employment for many Mirandinos, and in the same way INORCA is a company that belongs as well to the private sector and it generates a lot of employment for town's people, but unfortunately right now and due to the big **issue**<sup>18</sup> of the covid-19 pandemic, many companies have decreased their production and that has led to decrease in personnel hiring, and it has forced many companies to « **fire people** »<sup>19</sup>, and many more things that have been emerging as a result of the Covid 19 pandemic.

J: Yes, Luis, of course, but well, making a brief summary of our municipality, I would have to say that, despite everything, Miranda is a municipality that has known how to reinvent itself from adversity, and hopefully this time with the pandemic of the Covid 19 would not be the exception, but then, later in a next chapter, we will be talking a little bit more about this, right?

L: Yes, Juliana of course, very soon we will also be talking about the impact of this pandemic in our municipality and the controls that have been made about this in here.

J: well Luis, I think that would be it, for today's episode.

L: ok Juliana, perfect, then I would be waiting so excited for that episode.

J: ok Luis, thanks for the time this afternoon, see you!

L: bye Juliana, good vibes on your weekend activities.

## Second podcast script.

### AEC Transcript

L: Well, Good morning people, students, parents or simply all who are listening to us at this time, and good morning to my partner Juliana, as usual here today to start this episode, how are you Juliana?

J: Hello Luis, very good, thanks the Lord and you?

L: Very good, very good, thanks God.

J: Well I'm glad

L: so to begin, I wanna tell listeners that today we are going to discuss about a topic that if well has to do with this place which is Miranda, this time we will be talking about something very particular such as those places where we usually go and have been since **childhood**, and those that are of great importance to the town in terms of fun. Do you agree?

J: yes, of course, it is a topic that I think everyone will love, because it is linked to **leisure**, and very fun activities, right?

L: Yes, totally, well, then how about if we start by mentioning those tourist places, though I don't know all of them, but there are some which are very visited by people.

J: yes, Luis, what do you think if we start with the guaduales? It is a very beautiful and very large place that many people go to.

L: yes, of course « los guaduales » have been there for **as long as** I can remember, since I was a kid, mmmm, I don't really know how old the guaduales have been there or for how long ago it was built next to the river, but it is one of the most visited places by people from other towns and cities, and of course from people from here as well.

J: yeah, and you know, I like the guaduales, which is one of the places that offers people different services, **in addition** to being a very big place, it has a **waterfall**, they also allow you to cook there, you got the option of cooking with your family or buying the food in there as it also has a restaurant, I think there is also a food area outside, right?

L: yes, in « los guaduales » there's a restaurant and a dancing place, also outside there are informal vendors, the food is very delicious, and the place **overall** is huge... its natural pool is also so big, and it has a water canal that comes from the river, and at the same time it carries the water that fills the pool. It has also one smaller waterfall, and a great green area to do fun activities such as playing soccer, relaxing with the family or friends.... It is a very nice place, actually.

J: Yes, and there's in fact another nice place very close to it, which is « la poceta » it is just in front of the guaduales, and it is the ongoing water that comes from that place, this place is smaller, but it also offers some very good services, its green area is big as well and food is delicious.

L: Yes! the pool is very cool, and always when in holidays it gets very crowded, many people come, they also sell meals to eat there or to go, it has a spacious **parking lot** and a very nice

waterfall, people like it very much, so, when los guaduales are very crowded, people go to « la poceta » to enjoy the day with their friends or family.

J: In addition, people can rent this place for their events such as **weddings**, birthdays, among others. And Luis, have you noticed that how crowded San Carlos is getting lately?

L: yes, San Carlos is another place that people visit a lot, you'll **run into** people from many towns and places such as: Padilla, Florida, Corinto, even people from Cali and Palmira, this place is very cool and **enjoyable**.

J: definitely! And Look, from my personal experience I have heard also about « los pailones » but I haven't had the chance to visit then, however, I have seen many photos of people who have gone and it looks very beautiful, I think that you have to walk a lot 'cause there isn't any **trail**, you just have to walk up and down hills to get there.

L: sure! Before, people used to go to visit it a lot, that was the place where our grandparents, parents, uncles and our parents friends used to go a lot, but later the arrival of visitors **decreased** very much due to all those tense situations of violence and war that Miranda experienced, a while ago, however, now it is **catching up** many visitors again, I'd say going there will always be an **astonishing** experience, there are many trees, you can breathe fresh air, the mountains are very beautiful, so it is very cool to going there.

J: Definitely it is a place that people must go to. Well Luis, changing the subject of the conversation a little, I would like to know your experience in one of these places, what's your favorite! And what has been your experience?

L: So, Juliana I have to say that I prefer places that are not so **crowded**, I enjoy more those places that are not very crowded to spend time with my family or friends, for example, I like « los guaduales » but I don't like to go on holidays because there is usually a lot of people, but if you asked me, I'd prefer natural environments such as « los pailones » ahh, first because it is a bit far from the urban area, and second because its natural pools are so beautiful, I think it has like 3 or two of them, but there's one of them that is the most beautiful and the one that people go a lot to. J: I agree with Luis, because I don't either like crowded places. And right now, I'd like to talk about two special « no cost » places that I love to go... Those are the « el lago del finox » and the lake that is on the way to Santa Ana, I like them because they are very calm and the sunsets there are beautiful, I would say that they are a spectacle, I tell you that Luis, if you haven't gone there, you should!

L: thanks Juliana for the info, I really haven't had the opportunity to go at that time in the afternoon to see the **sunset**, but, it is one more plan that could do in these days of stress. J: Well Luis, and just to finish, and this is a question that I **wonder** a lot of.... is... how do you think tourism in Miranda can be improved?

L: So, mmm, look Juliana, tourism in Miranda has been very affected by the pandemic, and people in general are affected too, and this is because of the national order that says that none can be outside of their houses or be in places with a lot of crowds, but looking at it from the point of view of how tourism was doing in Miranda before the pandemic. I think the municipal authorities should invest more in all those public places like the pailones, or what was formerly the dam, which is on the way to « los hogares » and the rivers, and all those places that are naturally beautiful but, unfortunately they don't have a road or a way of entrance, for people to be able to go by vehicle, or just try to support economically people who live close to these places

so that they can start selling food, or start making their small businesses around those places, ah, they could provide people with their supplies to do their fun activities in those areas and some other things that, amm, I could say economy could promoted a little bit more.

J: Sure Luis, that is very important that the **town hall** invests a little more in the tourism sector. Well **buddy**, this was it for today...

L: Yes, Juliana, on another episode we will be talking about Miranda in other different contexts.

J: Of course! Thank you very much Luis for your time L: Juliana, ok, it's always a **pleasure** talking to you.

J: You too Luis, take care, bye... L:

Bye bye, Juliana.

### Third podcast script

#### AEC Transcript

J: Hello good morning Luis, how are you?

L: Hi Juliana good morning, very good, blessed by the Lord and you?

J: Very well, thank goodness, here as always recording from our town, and today we will be talking a little about Miranda's economy.

L: Yes! Absolutely, it is good and cool to talk about this interesting topic, I mean, from what we know, because there are many things that are also unknown for us and I'd let those illustrations for more specialized people on the subject, but it is good to observe and know what promotes economy here in our town.

J: These are important things to keep in mind, because, ¡believe me! there are people that... Including myself, don't know much about our own town. So let's start, the first question Luis, would be... What do you think promotes Miranda's economy?

L: Well Juliana, from what I know, I have been able to observe that this town has a peasant economy, of self-consumption and subsistence, here in Miranda many types of food are grown, grapes are grown, and there are traditional crops, there are still some **crops** of coffee as well !, and what predominates most in the flat zone is the **monoculture** of sugar cane, owned by large **entrepreneurs** and business man, on the other hand, we also have many types of vegetables but that depends on the place of the municipality such as the upper zone, the urban area or as well the **flat area**.

J: Mmmm well, to emphasize, could you tell us a little about what is produced in the upper area of the municipality...

L: Yes, Juliana, what I know that is produced in that area is **trout fish**, the **rainbow trout fish** as we know it, blackberries, strawberries, tomatoes, onion, ummm, all these foods are produced there because of its climate, since it is closer to the paramo, and the **hills** that are very cold in that area, and there are also other fish and vegetables all these are produced, ehh in what we call the upper zone of the town.

J: Do you know what's something I find very cool? That everything that our peasants grow in the upper zone, is available to get here on Saturdays at the **peasant** market, in the small square known as « plazoleta municipal »

L: Yes, yeah, I think it's very great that you mention it, because that is the famous « mingaleras » I think is the name of it, it is made up of peasants from the upper area and the flat area of the municipality and what differentiates this market from the local market that the municipality has, which is on Sundays, is that « mingaleras » is a market completely dedicated to the mirandinos peasant, so you go and find everything very fresh since they bring the products the same day they **harvest** them... or the day before, instead, the one that is made on Sunday in the municipal market that People from other municipalities come, this is not to say that this market doesn't have fresh products but I'm saying is that, in the local market, other peasants from other towns would come and sell their products, but I have to clarify that it is still a very good market, and is bigger than « milgaleras » and you also get very good products which is also very nice. J: Sure! the truth is that I didn't know that it had that name, I didn't either know that it was conformed by local peasants only from here from Miranda. See that... it is a very good thing to know this, because we learn to value and economically support these hard-working people. Before changing to the other point I want to say something that I really like about our market and that is that it is supremely **tidy** and **neat** compared to others!

L: Yes, Juliana ¡you're absolutely right! I want to **highlight** something else: our peasants are very kind and generous, ¡they always give you the "ñapa"! You have to keep buying in mingaleras, and also in the local market of course!!

J: well, on the other hand, Luis, what can you tell us about the flat area of the municipality. L: So, look, here in Miranda we are fortunate enough to have some pretty lively **paths** such as the Santana, Tulipan, el Ortigal, and of course « la munda » that produces many of the products that are consumed in the municipality, they produce products as excellent quality panela, cocoa, chocolate, plantains, oranges, blueberries, bananas, they also grow fish and do farming activities there...

J: How interesting, I am surprised at everything we have, many times we think that some products are brought from other countries or cities and they're actually not! It is definitely something to highlight ...

L: Yes, when we invite people to the local market we can also see that people who come from the flat area bring excellent products, and look that in the flat area there is a very important company which is located in « el Ortigal » and it is « Ingenio del Cauca » which also pays its **taxes** to the municipality, and that generates a **fairly** considerable income, being one of the most important **sugar mills** in Colombia, including Latin America ...

J: of course Luis, for the municipality this is very good also because the labor offer is very wide, well Luis, I would like to know a little about the urban area, what is produced in here or what moves the economy here in this area, what we call the **urban stretch**.

L: Juliana look that here what predominates is the formal and informal **trade**, **merchants** who have their own businesses like; bakeries, supermarkets, clothing stores, drugstores, in addition,

we have a large company called INORCA, which is also here in the urban area, on the way to « el desbaratado river » this company manufactures chairs for auditoriums, cinemas, automotive equipment, this company has begun to have important international recognition.

J: Well Luis, to close this episode, I want to finish with this question and it is: What would be a way to support and promote trade in Miranda?

L: well, from my perspective, I would say that a way of supporting trade or the economy in Miranda, begins with the formalization of people's business ideas, I think it is a fundamental aspect that supports **entrepreneurship**. There are young Mirandeseños who have very good business ideas, but probably they have not been able to turn them into companies or real ones, because perhaps they **lack** that economic plan, or because they suddenly lack formalization assessor in this area. I think that one way to promote trade is to start supporting all these initiatives and entrepreneurships, and that, we can start from schools doing that process, training students in the area of business creation, business formalization, and for people in general to start having that entrepreneurship culture.

J: Luis, it is very important to know all this and above all, and to be able to support both sellers and entrepreneurs! Well Luis, I'd say this is it for today, thank you very much for teaching us a little more about our municipality, because it is really very valuable.

L: Ok Juliana thanks to you too!

J: Sure Luis, thank you very much, take care!

J: See you soon!

L : Bye Juliana.

#### Fourth podcast script

#### AEC Transcript

L: Hello Juliana, how are you doing on this wonderful day?

J: Hi Luis, well thank you very much... if it is a wonderful day, the weather it's been really good in our town, and, how are you?

L: I'm so good, thanks God, here as always, excited about today's topic which is about.... sports in Miranda...

J: yes, see that, we have several sports, that are practiced, either for **leisure** or as an ordinary discipline.

L: yes, that is so cool to be able to talk about this topic, though I'm retired from the sports field a while ago, it was like 10 years ago, when I was in school, I used to participate in Miranda's **sport venues**.... Hmm, in these places of recreation, that are both for social and personal development.

J: that part of social and personal development is very important both in children and in young people, as well as in adults too, well, as you mention... you have been **retired** from the sport field in Miranda... I guess It'd be okay if I talk to you a little about the sports that are currently **performed** in the municipality.

L: Yes, Juliana, it would be good to mention the different types of sports that are practiced in here, in case people from other towns at some point wanna learn a little more about Miranda and come and **hang out** in this places.

J: Well look Luis, here in the municipality in the urban zone there are different sports teams, both private and public. For example, soccer is one of them, and it **belongs** to the public area and there are kids' teams from different ages, there are also men's and women's teams, the men's teams are conformed usually from each neighborhood and every year they play in local tournaments, whereas the women's tournament is usually futsal. On the other hand, we have a private swimming team, **skating** is semi-private as mayor's office offers a budget for it, but the boys and girls who belong to this team have a **small fee**, there is also dance and volleyball. Finally, there are a lot of people doing cycling, which is a leisure sport and is now being practiced a lot due to the **pandemic**... Ahh and the famous « tejo game ». Those are the sports here in Miranda

L: yes, Juliana a few years ago the « tejo » team was formed, it is a very entertaining sport, though it is usually more practiced by adults here in the municipality, and Juliana look that, before there has been in Miranda initiatives regarding other sports that at some point were supported by the municipal administrations, but unfortunately have not transcended as such as clubs, as the volleyball or soccer clubs, but in fact there have been initiatives for some groups, for example the basketball team, women's soccer, futsal, but unfortunately they have not transcended to as a club, and it is very cool to see all the talent that exists in Miranda.

J: Yes, Luis, it would be very cool if these initiatives went much **further** than they have gone **so far**. Well ... something I would like to mention is that all these sports are not practiced in one place, there are different spaces and practice scenarios, however, there is a special sport that I want to **highlight** which is skating that does not have a space or adequate infrastructure for their practice, a long time ago there has been the project of creating the skating track, but so far it hasn't been built.

J: Well Luis, I would like to know what you think of these sports, how does it help to have these sports as leisure or as a discipline in our town?

L: Juliana, whether those initiatives are from the people themselves or the forming clubs, the sport first of all, we need to think of it as health, it is life, in addition, it involves education from a certain point of view because in order to be able to play sports or teach sports you must study, this also helps the social and cultural development of the municipality, on the other hand, they are spaces that encourage the health of the Mirandean society, and, the **management** of young people's time, because with this they can transcend in sports 'til becoming real athletes, I think this is also very important to keep young people's minds busy and away from so many bad things or distractions from the dark side of today's society.

J: yes! The word is « **transcend** » is very beautiful and important, because many of the athletes of our town have gone successful and have even gone abroad thanks to these sports practice... with this, they can apply for scholarships that can totally change their lives. Well buddy, to finish, I think it would be good to talk a little about the way in which the practice of sport can be increased or supported here in the town ... I would like that, before, you express your point of view, say that it is important that the government **financially helps** both athletes and teachers, who **provide** them with adequate spaces to practice each area.

L: Yes Juliana **I totally agree** with you, what usually happens when we talk about municipal and local authorities supporting the sports area, eh is that a work has been done to support the sport in recent years, but I personally consider, that it is important to not only open sports spaces in

the municipality making wide calls for guys to come and join at a **set** place ... rather than a sport is done by neighborhood, it is a very personal opinion that I have regarding this, because many times unfortunately the boys are completely losing their way into drugs and they do not take their own initiative to join a swimming, volleyball or soccer club, but that requires a more integral work with these people, more directed towards that population that is taking the wrong directions , it would be cool to be able to reach those neighborhoods and directly there be able to train young people, give them talks of all kinds so that all these kids and teenagers can **approach** the sport practice with a much stronger criterion to be more likely to join those clubs. And that'd be like a very personal opinion, you know, and so, to finish, I'd say that it seems very important to me that people can take that sports awareness, but they do it by coming to the neighborhoods to train people there, directly there and not waiting for them to come on their own, 'cause we don't know what's going on in their minds in the different moments of life.

J: Of course Luis, that is a very good initiative for our society... so Luis thank you very much, and this is all for today, take care!

L: Ok Juliana, thank you so much for proposing this interesting topic! And let's hope this can be **useful**, thank you very much Juliana ... bye...

J: bye Luis

### **Fifth podcast script.**

#### **AEC Transcript**

J: Hi Luis, good morning, how are you?

L: Hello Juliana Good morning, good, very good thanks God

J: I'm very happy! It is very cool to **broadcast** today with this cold and rainy climate ... mmm, well Luis today we are going to talk about a very interesting topic which is the culture of Miranda, the first point of this podcast is to talk a little about the casa de la cultura and the activities that are performed there.

L: Yes of course Juliana, ehmm, the casa de la cultura is an open and public entity whose objective is to permanently generate cultural processes, where there is an active participation of the community, and the **state entities**. The fundamental objective of this space is the preservation and promotion of both artistic and cultural exhibitions of the municipality, the idea is that all the talent of all the artists of the town are supported, also it is to promote that cultural spirit in our society so that they are not lost **traditions and customs**. All this allows different activities such as music, dance and art to be developed.

J: Of course Luis, I think that most of the **inhabitants** know this type of activities since they are in continuous **development**, we also have a group of theater and folk dances which should be highlighted in the same way, all the presentations or shows that these artists offer on many occasions they do them in public places, it's very cool!

L: Yes, it's very cool

J: well ... on the other hand, you could tell us about the municipal library, and the year it was founded ...

L: of course Juliana, well see that the municipal library at the beginning was located in the same



« casa de la cultura » that we were talking about, so, through a project that was done with the Ministry of Culture, it was possible to do that. Such an important **investment**, the library is very beautiful, it is located in the neighborhood of El Rosario, which is behind the hospital and in the same sector of Parque del Infiernito, it was inaugurated in 2013 by local mayor Walter Zúñiga, the Ministry of Culture made a **donation** of 2,200 books, some computers for public use, I think there are televisions, tape recorders, film collections, and also a bibliographic software, that is, an access to a virtual library. The objective of this is that the Mirandenses can enrich themselves in the intellectual and cultural area.

J: definitely, the library is very beautiful, in addition, that it is very well located and it has the park of « el infiernito » which is also very beautiful and **pleasant**, I have been there many times both at the library and in the park, I can **attest** to how well it feels like being there, because I really like to read and that's one of the places where you can be calm and relaxed ... on the other hand, people can also donate books for the library, and it's something that I have also done and it is very cool and funny because sometimes you think like: ... Who will have my book right now? Hahaha... Well Luis, something you also mentioned about the location of the library that was in the house of culture, and there, a long time ago, was the music school also, and do you think is fine if you tell us a little about it, and what is the importance of having it here for Mirandenses?

L: Of course Juliana, the music school was also a project that was **achieved** through the ministry of culture, in fact, it is the first municipality in northern Cauca that obtained the infrastructure of this school, so it was something very important that was able to be managed and develop in the mayor's office of Mr. Leonardo Valencia, and this place has been a very important place, and over time it has become a **central axis** of the artistic path of many children and young people of Miranda, and not only from here in

Miranda but also from municipalities nearby, this is really important because it would bring with it new musicians, new talents for music, and surely new artists will **emerge**. In the same way, the inhabitants can take musical classes, perform concerts in this space and do other cultural events that also **strengthen** these artistic expressions.

J: of course Luis, and of course the opportunities that these artists are creating on their way and in their future, great artists have emerged from Miranda, which have represented and ensure high visibility for Miranda and of course its culture, **likewise**, here in Miranda some very nice presentations have also been made in other spaces such as the park, the plazoleta municipal, the church **among** others. I think this will change the future in many ways for children and young people who are immersed in that artistic world. Well Luis, to finish, I would like you to tell us a little about the « parque Miriam Ruiz », a bit of its history ...

L: Well Juliana the Miriam Ruiz Park, was a name given in honor of Miriam Ruiz who was mayor by decree once, and she was the first woman to be municipal mayor by popular vote, she is known as « la matrona », since in the municipality and in the department she is known as an example woman, honest, patient, virtuous, **hard-working**, a woman who loved her town and this was reflected in her public representation, for all this, it was decided to give her name on one of the two largest and central parks in Miranda...

J: Wooow is that interesting!!! And how good to know more and more about the culture of our people ... Well Luis, thank you very much, ummmhh this would be the first part and a snack on the culture of our people.

L: Yes! Juliana you are absolutely right because we will surely continue talking about that cultural part that is very wide ... thank you very much for the space and for having released one more podcast again....

J: yes, thank you very much Luis, take care, see you soon.

L: Ok Juliana, bye, bye!

J: Bye!

**Sixth podcast script AEC Transcript** L: Hi Juliana

J: Hi Luis, how are you?

L: I'm very good, very good thanks God, and you?

J: How good to hear that Luis, I also feel very good today....

L: Wonderful Juliana, so telling you that, for today's episode, I would love if we could talk a little about "la tertulia de Miranda"

J: of course Luis, it is very interesting to be able to talk about this cultural space that is quite important to rescue the **cultural identity** of our town. But Luis, could you tell us a little about what « la tertulia » of miranda is about?

L: Of course Juliana, « la tertulia » of Miranda was founded on September 1st, 2004, at a table at "La Sultana" bakery, and it is considered **perhaps** the most important **gathering place** that the urban head of Miranda has, this was founded by a group of citizens, including the mayor of the time

Walter Zúñiga Barona, the high school teacher William Sánchez, the poet Alberto Pizarro and the engineer Luis Fernando Orozco G. They propose to create a cultural group, establishing that the main objectives were to promote reading in Miranda, among young people and the elderly, to reestablish cultural identity, recover the oral tradition of the town, through adult **narratives** and the reading of written compositions.

J: Of course Luis, I heard that they **summoned** the most prominent intellectuals of the municipality at that time to an inaugural meeting at the Casa de la Cultura, where the general operating rules were **established**, imposing as a single and **irreplaceable** rule that the meeting weekly were **held** on Thursdays at 7 pm On a sidewalk in the main park of Miranda, and to identify it, they placed a sign on a **wooden** table, precisely located above the bench that served as a seat for the meetings and they **labeled** it as: "La Tertulia de Miranda."

L: correct Juliana, that's right, there were many people who accepted the invitation, but it is worth **highlighting** the presence of Mr. Eugenio Zúñiga, a Mirandean citizen who has become **irreplaceable** during the execution of the meetings, coordinating and **encouraging** them, until they became the most important cultural show in Miranda.

L: There were many **meetings** animated by the students of the schools, some recited poems by renowned poets, others interpreted notable creations of musicians with their instruments, some dance groups entertained people with their bambucos, pasillos, cumbias, etc., Anyway, for several years, the main park was the meeting place, it only **alternated** with meetings made by invitations from the different neighborhoods of the towns and many parks were visited. During

these years some members of « la Tertulia » launched the idea of creating a Chirimía, which would be present in all their social and cultural events.

J: Yes Luis, it is super interesting to be able to listen to all this information about Miranda's meetings, it must also be said that it had its massive **development** when it was invited by the community radio station « Miranda Stereo 88.9 » to participate as a member of the program "Good Morning Miranda ", Which was held every day at 8 am It began with a **length** of half an hour, and it was necessary to take it to two hours; The topics were so **impressive** that we could safely say that the radio audience was all the people of Miranda.

L: I totally agree Juliana, it is also **worth** noting that when the Municipality made the decision to remodel the Julio Fernández Medina's park, located in front of the **Mayor's Office building**, La Tertulia de Miranda, proposed to the designer architect, Fredy Cajas, the construction of a "Teatrino" that would serve as a permanent seat for the members of la Tertulia. This proposal was accepted, having the natural **approval** of the Mayor's Office and building a beautiful space with **terraces in a semicircular shape**, which has served as the headquarters of La Tertulia since its inauguration at the end of 2007 until the present, where every first Thursday of the month, the Teatrino is **filled** with all Mirandinos, in love with their culture and enjoying it with their neighbors. J: Yes, Luis, it is spectacular to see how "La Tertulia" is so big that it opens up a space for everyone. There, national and international authors are read, adults and children are given the opportunity to learn, and to **bring** the community closer to reading and writing.

L: Yes, Juliana, it is super cool to see how this spectacular space **arose**, and how that leaves a **great impact** on the municipality of Miranda, to see how it can continue to **rescue** culture through reading. It's very interesting...

J: You are absolutely right; we want to continue telling people from Miranda much more about these topics of social interest.

L: Of course Juliana, in the next episode we will talk a little more about the current process of "la tertulia Mirandesa " and other interesting topics of our region. I greatly appreciate your participation in this episode.

J: Thank you Luis for the research on "la tertulia mirandesa" and being able to tell us more about it, see you!

L: Bye Juliana, take care.

J: Bye bye Luis, see you next time!

L : thanks.

### Middle podcast script

### AEC Transcript

L: Hi Juliana

J: Hi Luis, how are you?

L: super good Juliana, today I am happier than ever because we are in the middle of this English project.

J: Yes, Luis, it is very gratifying to observe how we have been doing this work and how, we have learned so much from a personal point of view.

L: yes, Juliana I agree, this is a process where we begin to promote the English learning through podcasts, and through these, we make a positive impact on the listening and speaking skills of these participants, and Again, it has also been very gratifying to see the response and interest that these students put into this process.

J: Yes, Luis, the truth is that, it is important to highlight the support that we have received from the students in this process, and looking at the benefits that they obtain from this process is very gratifying as well, since they are being able to improve their skills and therefore be able to interact in English in a better way in situations that would require it in the future.

L: Yes, Juliana, well this time we want to take up a little of what we have been able to talk during the course of these first 6 sessions of the project, about the vocabulary that the guys have learned and other expressions, what do you think?

J: Yes, of course Luis, well let's talk a little about the first session where we talked about the location of our municipality and the benefits that we Mirandinos had regarding the proximity of our town with other municipalities and cities, we talked about **borders** and the **income** that was generated in the municipality for being a border town, we also talked about the **stereotypes** created by people from other places regarding our municipality, we also talked about the companies located in the municipality and the great **sugar mill**. "Incauca"

L: Yes, Juliana, in the second session we talk about the tourist places of Miranda, and places that we usually visit since our **childhood**, places of rest and **leisure**, places with natural **waterfalls** and swimming pools and places to the **outdoors** that do not have access in cars if not only **trails** to walk and get there, from where you can see beautiful **sunsets**, also other formal and spacious places that have large parking spaces and where events such as **weddings**, graduations, among others are held.

J: Luis, for his part, in the third session we talked about the economy of Miranda, about how the **peasants** and local **entrepreneurs** move the economy of the municipality of Miranda, the crops in the different areas of the municipality, **the upper area, the flat area, and the urban area**, the activities carried out in each of these and **the harvest** times, we also talked about the local market, which was very **tidy and neat**, and we emphasized that it was beneficial for companies to pay **taxes** to the municipality, since these they can be **well invested** in our own town.

L: Yes, Juliana, also in session 4 we talked about the sports area of Miranda, the **sports venues**, the sports that take place in the municipality and the costs that it would possibly have to participate in each of these, it was said that the practice of many sports of these **decreased** notably due to the COVID-19 **pandemic**, and therefore many people now practice them at home. We also talked of the importance of the **inhabitants** of Miranda mantaining their time busy in sports, as it is something that can help them to **transcend** professionally and to **approach** a better lifestyle for themselves and their families.

J: Luis, for this part, in session number 5, they talked about 4 important places for the municipality, such as "the casa de la cultura", "the municipal library" "the Myriam Ruiz park" and "the miranda music school ", They spoke a little about each one of them, of the **traditions** and **customs**, of how these places influence the **development** of the inhabitants of the

municipality, of the **investments** of the local authorities in these projects, and of the donations that we as citizens we can do for these places, they also spoke about why it is important to highlight the good work of the leaders of Mirandinos and why the Mirandinos park was consecrated as “the Myriam Ruiz park”.

L: Yes, Juliana, finally we talk a little about « la tertulia de Miranda », and how this has been a very important and interesting space, in rescuing the municipality's good reading, writing and oral production practices.

Mmmmmmm, Well Juliana, this has been a very good and interesting tour through the first 6 sessions of this project and I hope we can continue to enjoy it and learn a lot from it... J: of course Luis has been a very interesting job and of great contribution and value for our municipality and the English learners ...

L: that's right Juliana, thank you very much for your hard work on this project, and we'll see you until the next opportunity.

J: okay Luis, see you! bye

L: okay Juliana, take care, bye, bye ...

### Seven podcast script

#### AEC Transcript L:

Hello Juliana, how are you doing on this wonderful day?

J: Hi Luis, very well thank you very much... and how are you?

L: Wonderful Juliana, excited for today's episode, it is a small continuation of what we talked about last week about « la tertulia de Miranda »

J: super Luis, it's so cool that we can continue talking about that spectacular and very important place for the Mirandinos culture.

L: Yes, Juliana, this week I had the opportunity to speak with Teacher William Sanchez, who was an arts teacher in our Miranda for many years and today director of the cultural space known as "La tertulia de Miranda"

J: Great Luis, could you tell us a bit about that conversation, and the information you got about it ...

L: Of course Juliana, I tell you that La Tertulia de Miranda, has from its beginnings Teacher William Sánchez as its director, carrying out a **fruitful** intellectual campaign for reading within the people of the municipality, **emphasizing** the youth, and as coordinator Mr. Eugenio Zúñiga, a **retired military officer**, strict and punctual coordinator, who takes **attendance** in a punctual way, and has attended more than 500 meetings from the beginning of la Tertulia, to the present.

J: Sure Luis, it should be noted that in 2013 La Tertulia, took the idea of becoming a legal entity through the Miranda's Public **Improvement** Society and they achieved it, establishing **within** its statutes that « la tertulia de Miranda » is the cultural body of the town, and it has also integrated into its cultural association traditional groups such as “La Familia Castañeda”, an institution created by the people of Miranda more than 50 years ago and today they are already members of la Tertulia and permanent **attendants** to all cultural events.

L: Yes, Juliana that's a good info, there are many cultural events created by la Tertulia, it is worth mentioning the "Miranda cultural meeting » in the City of Popayán", the presentation of Mirandeanos' books, exhibition of photography contests, presentation of "la Chirimía de Miranda", a musical group from la Tertulia and the municipal **Symphony Orchestra**, obtaining an **overwhelming** success. And culminating in the delivery of the newspaper of la Tertulia, "Miranda-Hoy".

J: Of course Luis, La Tertulia de Miranda, due to such a great cultural process, is the guest of honor to any event that corresponds to culture, that is how it has taught in different cities including Popayán, what a Tertulia is and promote the creation of these cultural groups in towns like Corinto, Padilla, Florida.

L: awesome to hear that Juliana, this cultural space created by Mirandeanos, has been able to serve as an example for other neighboring municipalities in the search to rescue the reading habits and cultural identity of the peoples. But I have to say that, the readings not only stay in the park of Miranda, La Tertulia de Miranda goes out in search of new members. Teacher William Sanchez expresses in a note made by the Ministry of Culture "we have a special program for children called If a book **knocks** on your door, let it in, in which we take books to **neighborhoods** and communities and leave them, in **quotation marks**, for homework to be read as a family".

On the other hand, the Ministry of Culture also mentions in a note made on its website that La Tertulia de Miranda has promoted many community processes. "When we had a program on the radio station, people made their **complaints**, such as, for example, that they hadn't **picked up** the garbage for days and they would communicate that, to the local government," says Engineer Ordóñez, who, in addition, is one of the most **prolific** writers of the group, as he has published stories, novels and historical books, all **around** the story of Miranda.

J: Yes, Luis, and it is also highlighted that the members of "la tertulia Mirandea" look with pleasure at the new library that was built in the Municipality, by the hand of the Municipal Mayor's Office and the Ministry of Culture, because that will be an exclusive place for the books and from now on, they **hold** a monthly meeting in the municipal library. "A library is a meeting place, a space conducive to reading and this is not going to be the exception, La Tertulia and the municipality of Miranda, this new space is very good," exclaimed Director William Sanchez.

L: How interesting to be able to observe how this place is super important for the continuation of that objective, and as we have already discussed in another session, the importance of the municipal library.

J: Yes, Luis, and to finish I would like to say that I am very happy that we can tell people a little more about our town, and doing it in English makes me very excited.

L: Yes, Juliana, I am also very happy to do this type of content for students, and to be able to deliver that **knowledge** of our municipality. That makes me really happy.

J: Yes, Luis, you are right, thank you for sharing all that information.

L: Ok Juliana, with great pleasure, see you next time!

J: OK Luis, bye bye.

## Eighth podcast script

### AEC Transcript L:

Hi Juliana, how are you?

J: I am doing great Luis, how about you?

L: I'm so good Juliana, I'm glad to greet you today, as usual to share a Little bit of history of Miranda. J: oh, awesome what's today topic Luis? I'm wondering ...

L: todaaay we'll be talking about the "Miranda's Slave Bridge"

J: oh so cool, I wanna hear everything about it! what's the history?

L: okay Juliana look, the bridge of the slaves was declared by Resolution No. 0898 of 2005, as "PROVERTY OF CULTURAL HERITAGE OF NATIONAL CHARACTER", by the Ministry of Culture of the Republic of Colombia, as we all know this traditional bridge was built by slaves, and it is located in the Municipality of Miranda, Department of Cauca, on the road that leads to the municipality of Corinto Cauca.

This is considered as "a treasure of colonial architecture of the highest value" since by Law they say that, if somebody wants to construct something or do any type of remodeling around the bridge or its area of influence, they must have prior authorization from the Ministry of Culture. "

J: of course Luis, that is something that we must all take good care of, because it belongs to us, but unfortunately, we see every day how people in general contribute a lot to its destruction by leaps and bounds, also due to the insolence of the corresponding authorities, who do not pay close attention to the claims made by people interested in "this cultural asset" and that is something that greatly affects its preservation.

L: of course Juliana, the bridge was initially designed only for pedestrian and carriage crossing, but for a long time it endured heavy traffic, which threatens the geometric and structural design conditions of the construction.

J: Yes, of course Luis, before, you could see that the bridge was part of the national road that connects the cities of Santander de Quilichao, Caloto, Corinto and Miranda, it endured a traffic of approximately 500 vehicles per day, including small, medium, cargo and heavy vehicles, heavy machinery, agricultural machinery, in all cases without weight limitation.

L: Yes, Juliana, and as a result of that the structure shows three kinds of deterioration: the first, due to the action of the river, the second, the climate and the third, the often cross of vehicles and heavy machinery.

Okay, then, on the other hand, how about if talk a little about its history... so, people of Miranda tell us that there is no doubt that this bridge was built by slaves and that, in addition to blood and sweat, the bridge was built with calicanto, which is a mixture of water, lemon and blood from beef, ash, shells and egg whites. Its capacity was of 15 tons, which was sometimes doubled by these huge sugarcane trains that crossed it without remorse.

In the part of the original design of the bridge, it must be highlighted that it is representative of a Roman architectural language, it preserves almost entirely the forms and typical materials of this type of construction, except for the adaptation that was made with an asphalt layer on the original floor, so cars could cross it in the present.

J: Correct Luis, I would also like to emphasize that this bridge was known before as the "Jose Maria Obando Bridge", in honor of José María Obando. History tells that the construction of the Bridge began in 1753, by order of the landowners of the region, who used the labor of

Afrodescendant blacks. L: Juliana you know what's something very interesting I discovered? I could read in a note made by the newspaper "proclama del Cauca" that, having faith in overcoming the conflict, which has devastated Colombians so much, the northern region of Cauca, this region and this space would be an ideal place to activate tourism, for the beauty of its nature, the history and the kindness of the people. I read that the Municipality of Miranda and Corinto should buy areas adjacent to those of the river and in them create the space of a proposed touristic and ecological park, which will accommodate a place for the monuments to the Liberator, General Obando and the Afro-descendant population. This park would contain: a museum of history of the region, and an ecological park to reactivate tourism.

They state that the Slave Bridge should be a main destination for the AfroAmerican population and the Afro-Americans of the World in general in honor to their memories and hard work. J: Well Luis, the truth is that I didn't know anything of the fact that at some point they thought about the creation of a park in this region, and that it has been considered like something beneficial for Miranda, but it's good to know that and I believe that hopefully one day it could become a reality.

L: Yes Juliana you are absolutely right, it is good that the activities that were being carried out there could be done again, I remember that every July 20 of each year, they celebrated the independence of Colombia there, which was initially a call for the municipalities of Miranda and Corinto, geographic limits of the two municipalities and united by the Slave Bridge, a call that invited the fellowship and union of the neighboring towns to the bridge, hopefully this can be done, but with responsibility.

J: Yes, Luis that's right, it'd be awesome that tourism in Miranda could be reactivated, but taking care of what is ours. Luis, thank you very much for such valuable information, and I'll see you until next time.

L: okay Juliana, see you on a new chapter about Miranda's history, bye bye.

## **Nineth podcast script**

### **AEC Transcript**

L : Hi guys, this is Luis from AEC podcasts and today I'm glad to introduce a very interesting person who has been a teacher at American English Center, and at the same time will be sharing with us today, what her experience has been, both in Colombia and during her internship experience at a very special place abroad. So, with no more illustration let me introduce...

Melanny Arias Sandoval...

Hello Melanny, how are you today? ....

M : Hello Luis, thank you very much for the invitation to your program, it's so amazing being back to Colombia and being at this special place talking about my experience...

L: Yes, Melanny definitely, and we're very excited to have you here today.... okay, so we wanna ask you a couple of questions about yourself, how about if we start by a personal introduction, I know most of the students know you a little bit, but still we might have other listeners.... so please introduce yourself...



M : Right Luis, no problem, so My name is Melanny Arias, I've been a teacher for about 4 years and hold a bachelor's degree in modern languages from the university of Cauca, I was as well a teacher to former students at American English center since the institute's initiations. and.... I just came from overseas from an academic interchange, but that's something I guess we'll talk about later.

L : Awesome Melanny, so could you talk to us a little bit about, what your application process to the interchange was ? like... how was it?, the requirements and stuff like that...

M : Sure Luis, so firstly I gotta say that this was a scholarship which I knew of, when I was at the senior period of my career, and it was something that called my attention as soon as I knew 'bout it, so I looked up for further information, and finally got to apply. The first thing you have to do is to take a French language placement test, where you have to be graded at least B1 in order to continue with the process, then, you have to attend an interview where you'd be asked questions about your knowledge on the target country's affairs, so that, to see how much you know about the country and the educational system. Lastly you have to wait a couple of months to know the results, and see if you were selected or not.

L : Oh great, that's a very precise information, so now, would you tell us about the place where you were sent to do such thing?

M : Yes of course, so I was assigned « Martinique » as my destination for the interchange, so Martinique is an island located in the Caribbean, it is close to Dominican republic and it belongs to France. Such an interesting fact about this island, is that it has contact with both the Caribbean Sea and the Atlantic Ocean.

L : So, okay Melanny it looks like a very interesting and beautiful place to work and enjoy life actually.

M : Yes Luis, during my stay there, I was assigned two different schools to work, I had to work with young students ages 15 to 18, from the two schools, and I used to work 12 hours per week. My main role was to assist Spanish teachers in their classes, supporting them with design of materials, developing activities to encourage the speaking and listening skills, and in the middle of that, I would share my Colombian culture with them, I liked to do that, by promoting conversation clubs, doing role-plays, and performing some other activities with the main objective of improving their learning process, and encouraging talking in Spanish in class.

Something I liked very much was seeing student faces when I arrived at the classroom, they'd get very excited seeing me coming in, and they loved every assistant very much. In that process, I had two tutors that spoke Spanish very well, and at the same time they were my mentors, and I talked to them everything related with the classes. At the schools, it was taught both Spanish and English, but many students preferred Spanish, and some preferred English. For that reason, there were assistants from many countries, such as: the US, England, Latin America, central America, and Spain.

L: Oh woao, it looks like a fantastic experience... I'm very excited hearing this Melanny... And now I'd like to ask you about the island itself, did you get used to it?

M : Luis, to be honest I was always very happy to be in that place, and it has been one of the best experiences of my life. The island is quite big compared to others, it is very beautiful, it

has astonishing beaches, the weather is really cool, the people are very friendly, not only it has very beautiful beaches, but also it has very big mountains with humid forests, perfect to see the rivers and discover interesting animals and birds, it was a perfect place to hike and explore... in summer, my small paradise...

L : woaaaa Melanny, that sounds very cool, I'm actually very happy that you had such an amazing opportunity, I really would love to visit that place...

M : Thanks Luis... I hope you get one of these chances and go and discover it by yourself...

L : Thanks Mela... Let's see what the future has in store for me hehehe.

L : Melanny thank you very much for your participation in this interview, I enjoyed it very much and I'm glad you did well in your experience abroad... thank you very much....

M : Thank you Luis, it was a great time in here.. bye...

L : bye melanny take care...

M : you too...

### **Tenth podcast script**

**AEC Transcript** L: Hello guys, good morning, today

I'm very happy to greet you all, here from the institute, the weather in Miranda is so nice, it's very sunny and clear, and I'm happily accompanied by teacher Melany Arias again...

how are you Melany? M: I am fine Luis, how are you?

L: I'm feeling very excited for today's episode...

M: Me too! I'm so lucky you let me be part of a couple of episodes...

L : Sure, my pleasure... and today it'd be very nice as we are..... Changing roles... M: Yes, as you hear it today we're gonna change roles, so Luis is usually the interviewer and the one who asks the questions, but I suggested Luis, to be asked some questions...

L: Thanks Melanny...

M: Of course !! you got lots of experience and I know the guys would be very happy hearing about your academic and professional background....

L: thanks Melannny, okay, so how about if we get started ?

M: Definitely, so first of all, would you tell students the way you decided to be a teacher ?

L : Yes... that's one of my favorite stories, first of all, I want to say, that being a teacher was never my desire when I was at school, I could think of many other professions rather than becoming a teacher.... M : so how did it happen ?

L : So here we go with the story... When I was at school I always felt very frustrated about learning English, I felt like I would never learn English, and I actually didn't like it at all... then, when I graduated from high school, I had the chance to be part of Coldeportes, like a volunteer in sport tournaments, later on, I discovered the importance of knowing a foreign language... I'd see my teammates who spoke English very well, having no trouble talking to native speakers, and I wanted to do so, I was like... hey... I want to do it, I want to learn

English....

M : but you said you didn't like it ? so, how did it happen ?

L : Melanny, it was like my greatest motivation, from the moment, I saw, that for being a volunteer it was suggested that you knew English, I said, I have to do this, from that moment I started to get in love with languages, talking to native speakers was really fun for me, not only I would practice a foreign language, but I'd also learn from other cultures and customs, so that was like my greatest motivation.

M : That's sounds like a really cool beginning into this career...

L: yes, Melanny, but again, in that moment I would only think about learning English, I hadn't yet thought about becoming a teacher, that was only like the start of the way towards it...

M: And Luis, the question right now would be, how did you learn English then?

L : So Melanny, I started at first to learn on my own, I had no teachers, no tutors, it was just, my computer and me... learning from YouTube tutorials, watching movies in English, and listening to music...

But later, I thought, okay, I wanna go further, I really want to speak English, so that was the moment in which I decided to enroll myself at a very prestigious English institute in Cali, I studied there for about 3 years, and it was in that process when I became a teacher...

M : Luis again, there's been a lot of introduction... it's been very interesting, but now please tell us how did it happen ?

L : So during all my English courses there, I would always be a very good student, so my partners would get close to me to ask me questions about things they didn't understand, I always tried to help them with their doubts , and it was something I used to do kindly and with a lot of passion.

M : Luis helping your partners was so good of you..

L : yes Melany, you know I love helping people, I actually remember that shortly after I started helping the guys in my classroom, they said to me that they loved the way I explained stuff, the liked it very much, and they talked to people from other courses to ask me for personalized tutoring...

M : Oh woaoooo, but wait, was it like at the beginning of your English course or when exactly ? L : No, definitely not, that happened when I was at the intermediate level of my English course....

M: mmmm okay now I get it. So, did these guys came to you actually?

L: yes, they did, I started to be contacted by other guys who would ask me for help, and at the same time I could start making some extra money... M : That's so cool! So how old were you when you did that?

L: I was 17 years old...

M : So interesting, so you say that you started teaching English when you were 17 years old ?

L : Yes Melany, but of course in that time I wasn't a qualified teacher, I used to teach like personalized classes only...

M : Yes Luis but that's still so awesome that you could do that being so young..

L : thank you melanny...

M : and Luis, I know you hold some teaching diplomas that you did there... that qualified you as a teacher... but for today, our time is over... and I'd be happy to listen to it in a next episode..

L: Thank you very much Melanny for the questions... and I'll see you next time... M : thank you Luis for letting me participate of such a wonderful project....

L : My pleasure Melanny... good bye.

M : Thanks Luis, bye, bye....

### **Eleventh podcast script**

#### **AEC Transcript**

L: Hello Melanny, how are you today?

M: I'm so good Luis, looking forward to today's episode...

L: Thank you very much, I like that excitement when people collaborate with the project, it's so awesome...

M: yes, Luis, I really like it...

M: Okay, I wanna get started as soon as possible as today I got a lot of questions to ask you, last time we had the chance to hear about your experience with the English language, and the path you had to go on, to become a teacher, but actually we didn't get to talk exactly about your teaching experience.... So today, it will be the day... are you ready?

L: yes, Melany, I am, and thanks for the interest about this personal topic...

M: no problem... so the last episode I mentioned you had some teaching diplomats that certified you as a teacher, so do you wanna tell us something about it, like the process, and stuff like that?

L: Yes, Melany, so it was back in 2013 that I took my first diplomat to become a teacher...

It was at a very known institute in Cali, and I decided to do so since some of my partners had recommended me to become a teacher, for several reasons, they told me.... That they liked the way I explained grammar, that I was a very patient teacher... and things like that.

So I remember in that time, I didn't know that there were such courses to become a teacher, until one of my best friends there told me that he was interested in a course called "teacher

training course” and he asked me if wanted to join... at the beginning I wondered if I actually wanted to do it, and some weeks later I gave it a try...

M: mmmm that’s great, and how did you feel in the course, did you like it?

L: I have to say that I loved it, the first thing that called my attention about the course, was that almost all my partners would be people from other countries, or people that had live abroad for a while, so that was really interesting for me, since I’ve always liked to create relationships with people from other countries or have a friendship with people from which I can learn... so that about the people in general, then, I got to know the teachers, and they were really awesome... I remember having the most qualified teachers as my mentors in that teacher training, the teachers had a lot of teaching experience both in Colombia and the US, also they had certificates and postgraduate’s degrees from American universities.

M: that’s so cool Luis, and what happened after that.... How do you feel was the course in general?

L: so the course was really nice, the classes were very well organized, the teachers had a lot pedagogical activities, there was a very complete curriculum, and the methodology was really fun and ludic.

M: that sounds like a very fun course... but can you tell us... like, what did you exactly got to learn... like, what skills could you develop in this course?

L: sure Melanny, so there, they teach you how to design a lesson plan, you learn about English language learning and teaching methodologies, you learn a lot of strategies to improve and encourage so, and you get introduced to what being a teacher is like, you also have to observe what real classes are and see how real teachers did it, their methodologies, and other aspects of a class, such as classroom management, and so on... then you could learn a lot from real experiences...

M: that’s so interesting Luis, so how did it go ‘til the end?

L: it went really well, once I finished with the course, I was asked to teach several classes at the institute, that to reinforce what the theory had been, and to put into real practice... M: so did you teach classes there?

L: Yes, I did, as you hear I was asked to teach classes in some courses, both children courses and adult courses as well, it was really fun, and I learned a lot...

M: Awesome Luis, and how did you feel about those first classes as a teacher?

L: I have to say, that, that was a very nice experience, to be honest I really enjoyed it, though it was kind of difficult at the beginning... I was very nervous in my first class, but I did it very well anyway the students like the class, and they supported me through giving me chances to re-explain if they didn't understand or asking questions without pressuring me too much.

And from then I said like I like this, and I continued learning English and learning how to teach, I got the chance to teach at several English institutes in Cali and Florida, and also in Miranda – Cauca. So that was a very good experience before entering the career as well.

M: would you explain students what you mean when you say “before entering the career as well”?

L: yes of course, that is to say that, though I was a teacher from 2013 to 2016, it was in 2016 when I entered the career in the bachelor's degree in modern languages at the university of Cauca, and right now I'm finishing the career.

M: thanks Luis for the explanation, and we didn't talk about the institute, but that is something that the students already know. so I guess that would be everything for today...

L: okay Melany thank you very much for helping me out with the questions...

M: you're so welcome Luis, anytime.

L: thank you...

## Twelfth podcast script

**AEC Transcript** L: Hi everyone, I hope everyone is having an excellent day today. after a while we're here coming to you with the last episode of these project based on podcast.

And last but not least, I wanted to invite a very special friend of mine that had an incredible chance to do an academic interchange to a very interesting place. This person has been a teacher of English and French, she has been a teacher at American English Center too, and she holds a bachelor's degree in Modern Languages from the University of Cauca. So, with no more illustration, let me introduce Nora Alejandra Vivas Martinez. Welcome Nora, how are you?

N: Hello Luis, thank you for inviting me to be part of this last episode of your project.

L: You're very welcome Nora. I'm glad to see you back to Colombia after a while. How do you feel being back home now?

N: I feel very good Luis, I missed my family so much, the people, and also food, OMG, that was like the hardest part!

L: I totally understand Nora, when I was at the states I also missed my family very much, and it was also kind of hard to get used to a different type of food.

N: Yes Luis, you're right.

L: Okay Nora, to get started, how about if you tell us, the country where you traveled to?

N: Sure Luis, I was to the **French Guiana, which** is an overseas department and region of France, on the northern Atlantic coast of South America, in the Guianas. It borders [Brazil](#) to the east and south, and [Suriname](#) to the west.

L: That's Awesome Nora, and now could you tell us exactly the job that you did there? N:

Yes Luis, I worked as an assistant Spanish teacher at elementary and high schools, that taking into account that French is the official language of Guiana.

L: Okay Nora, and now I wanna ask you to tell us little bit about, what your application process was? like... how was it? What were the requirements and stuff like that...? N:

Yes, sure! To apply to the interchange, I had to do the DELF B1, it is the international standard test for the French language. I have to say that, apart from demonstrating the language ability, they suggest that the applicants have more than one year of pedagogical experience, and the applicant has to be in the last semester of the career.

L: Okay Nora, got it, and I want to know how long is the selection process?

N: Luis, this process was too long for me, I think that I took like 1 year on it.

L: oh okay, I see... and how about the Guiana, how about that place...? Was Guiana what you said? The French Guiana I guess.

N: So Luis, Yes, I was sent to the French Guiana, it is a non-very common place in the world, but it is amazing! There, my job was to be a Spanish assistant, I mean, I had to help to Spanish teachers of a lyceum school with their students' oral communication skills, that through different type of activities that would help students speak a better Spanish.

L: oh woaaaa that's so awesome, I'd like to ask you about the country itself, did you get used to it? How was that experience?

N: Luis, listen, the French Guiana is an amazing place! There I found myself, because of the nature! At the beginning, it was hard to adapt myself to that place, because of the language, the people, and everything else, but, through the time I could appreciate it every single day, and discover people and places. The French Guiana has many diverse cultures and that is the best of it, I got to know many cultures, traditions and languages that told me stories and history of that magic place.

L: Nora, that sounds very cool! How do you think being an assistant at the French Guiana was significant for your life?

N: It is a nice question! I feel that being assistant in the French Guiana was the best thing I've ever lived. I mean, there, I could teach and show my language, Spanish. I could know many cultures. My students were so different, I remember that when they didn't understand something, they would talk in their different languages and that was so interesting for me! In general, I loved the interchange work that students, the Spanish teachers and me did. We shared our cultures inside and outside of the classroom.

L: that is so cool Nora, and I'd like to ask you about the transportation that, you had in that place... what was your perception about it?

N: Luis, the Guiana is very beautiful, but its transportation is terrible, it is very difficult to find buses on time, sometimes you have to walk hours and hours to get from one place to another, and that gets you tired taking into account that the climate is extreme! The temperatures are so high! And the sun burns your skin so bad...

L: Oh I get it, I imagine a region like Guiana in the Caribbean coast, that has to be very hot! OMG...

N: Yes Luis, just like that! L: And Nora, what are your thoughts about this place, now that you're back to Colombia? N: That's a good question Luis, I actually want to come back there, I'd like to study, to work as a teacher, and to be able to live in this amazing place surrounded by nature and animals, it's so beautiful.

L: Oh great, I imagine such an experience you had, that you actually want to come back!

N: Yes Luis, it was sooo awesome!

L: Okay Nora, thank you very much for being here today telling us almost all about your experience abroad, and I hope all your resolutions become real and you get to go back to Guiana ASAP.

N: Thank you Luis for inviting me, and I'd love if you could ever visit this place.

L: Thanks Nora, I'll do my best for that to happen. See you a next time! N: See you Luis! Take care. L: Bye bye....

## Final podcast script

### AEC Final Transcript

L: Hi Juliana, how are you?

J: Hi Luis, very well thank you, excited by this last session... and how are you?

L: Very good Juliana, yes... it has been some very active few days creating and planning everything for this session.

J: Yes, Luis, the truth is that it has been a somewhat long but a very effective and productive process... In fact, today we are going to do a brief tour of the topics that we have discussed in the last podcasts.

L: Super! I think that idea is very cool, I like it... so do you want to start by telling us a little about podcast number 7?

J: Sure it is! Well... do you remember that in the sixth session we talked about La Tertulia of Miranda? Well, since that topic was so cool and interesting, in the 7th podcast we continued to talk about it... However, it was a little different since we had the opportunity to interview Professor William Sánchez and learn more about that fantastic space that is the Tertulia de Miranda, where people meet to learn about things like: poetry, reading habits, literature among others...

L: Of course Juliana, in fact, although all the podcasts have been very special, I think that that was very, very special one since we had that great opportunity to interview a cultural and artistic character from our town, and also had the chance to learn many things that could be unknown for many Mirandinos ...



J: Yes, Luis, and the most gratifying thing about all this, is that this information is recorded, so that all the people, with previous permission, who want to learn about our culture and improve their English, can listen to them whenever they want ... Well, changing the subject a bit, I would also like to tell you a little about the following podcast that was the 8th.

L: ahhh that's fine Juliana, if I'm not wrong... for that podcast we talked about the history of the bridge of slaves, right?

J: Exactly Luis, in that podcast we told the students that this beautiful bridge was declared "PROVERTY OF CULTURAL HERITAGE OF NATIONAL CHARACTER" by the Colombian Ministry of Culture and that it was built by slaves ...

L: Yes, that bridge is a work of art, in fact, it is considered a treasure of the colonial architecture

...

J: Sure, but as we said in that podcast, unfortunately many of the people do not take care of it or value it for what it is: a jewel of architecture ...

L: Yes, Juliana, I remember talking about 3 types of forms that contribute to the deterioration of the Bridge, (the first, due to the action of the river, the second, the climate and the third, the often cross of vehicles and heavy machinery).

J: Yes, I remember it well, at the end of that podcast we remembered how it serves like a meeting point for Mirandinos to get together and celebrate Colombia's independence day there, celebration that takes place every 20<sup>th</sup> of July ... where everybody uses to go there, to the river, and cook lunch with their families and also, to take showers... Well Luis, it's very cool remembering all these cool facts about the bridge. Now, moving on to the 9th podcast, in which we had a very special guest who told us a little about her experience.

L: Definitely Juliana, this was also a very cool session since we gave the students a different perspective, with this podcast we wanted them to see the different possibilities they had when learning a foreign language, and the importance of speaking especially English.

L: Okay Juliana so, all these topics have been very interesting and I'm actually very excited about this, mostly taking into account that this has been a process of many days and nights working continuously.... At this point of the today's podcast, I'd like to talk about what the last 4 podcasts were.... We had the chance to interview Melanny Arias, and Nora Alejandra Martinez, and also we got the chance to talk about some of my experience as a teacher.... L: Yes, Juliana, okay... so in podcast number 9, we interviewed Melanny Arias, and asked her a lot of questions about her experience abroad.... Do you remember what was what she did abroad?

J: Yes, Luis, she talked to us about... the **scholarship she took to be able to travel abroad in the academic program, she said that** the first thing that she has done was to take a French language **placement test**, where she had to be graded at least B1, that, in order to continue with the process, then, she had to attend an interview where she was asked questions about her knowledge on France's **affairs**, so that, the interviewers would see how much she knew about the country, and the educational system. Lastly she had to wait a couple of months to know the results, and see if she was selected or not, but luckily she was selected, and did traveled....

She traveled to the island of Martinique, she said, there, people speak French as the official language, and that it was an island that belongs to France, but is located in the Caribbean. She said her role there, was to be a teacher, and assistant, teaching Spanish lessons to the locals, in high school grades.

L: Yes... I know... I remember that day she was very excited telling us her experience there...

J: Yes, Luis, I could notice her enthusiasm that day... and ... now Luis... going next to the podcast, which is number 10<sup>th</sup>, I believe it was the one Melanny and you talked about your experience as a teacher...

L: Yes, Juliana, in podcast number 10<sup>th</sup> Melanny and I wanted to do the things differently, so we decided to change roles.... and she became the interviewer.... She asked me some questions about my experience as a teacher... I told her my experience when I was at school... and how I felt **frustrated** about learning English in that time... I mean all about how I got to learn English... and then how I became a Teacher at the end... I never thought I was going to become a teacher... but I did, and I actually Love what I do....

J: Awesome Luis... I know you love what you do... you do it very well.

L: Thanks Juliana, you also do amazing at being a teacher, and that is great. I believe it is just about finding our passions in life. and then let things happen...

J: I agree Luis... and now... let's try to concentrate on the last podcasts...

It was also very special! As you interviewed a different person...

L: Yes, Juliana, it was Nora Martinez... that day she talked to us about her experience in the academic program that allowed her to travel to the French Guiana, and she told us everything about her experience... I know she talked a lot about nature and animals... and that it has been one of the best experiences of her life...

J: Yes, Luis... I imagine that should've been an astonishing experience, teaching Spanish, being in the nature, surrounded by trees and animals... what a perfect learning environment!

L: Yes, Juliana... it sounds like very relaxing and fun...

J: Definitely Luis.... And now.... We are very Glad to say with this podcast we finish this beautiful project of podcasts... what do you think Luis?

L: Juliana it is very emotional to say that we did it... I took a long time... but still was really fun and interesting...

J: Yes Luis... I'm very happy that we got to do it, and last but not least. I want to strongly thank you for the support and teamwork in this process...

L: Yes Juliana, thank you!! Also for the hard work and also to the participants.... It was really fun working with them and having the chance to help them in this particular way...

J: Yes Luis, thanks to the students for their participation, for being so attentive and responsible with the assignments... and also Luis, thank you! For letting your English institute, AMERICAN ENGLISH CENTER, be the right place to put this project into practice...

L: My pleasure Juliana, I'm so pleased as this project did not only help the students improve their English skills, but also ourselves building better teaching and learning strategies...

J: Yes Luis, it was such a nice and memorable experience...

L: True Juliana, and to finish, just to say thanks to everybody that in some way at any point showed up in the process to help us with this... I'm so pleased... So Juliana thank you again, and bye , bye...

J: Thank you Luis a lot, bye, bye...

#### **Appendix D. Google forms example.**

## AEC PODCAST FIRST test

Toda la información obtenida en este cuestionario será de uso exclusivo para el trabajo a realizar.

\*Obligatorio

1 **Name \***

2 **Age \***

3 **What is the intention of Luis and Juliana in the podcast? \***

*Marca solo un óvalo.*

- To talk about the Covid 19
- To talk a little about Miranda
- To talk about the project
- All the above

4 **Why did Miranda receive bad comments from people of other regions? \***

*Marca solo un óvalo.*

- Because of dark experiences lived in the past due to violence
- Because people are friendly and charismatic
- Because INORCA doesn't hire people
- From other regions because nobody liked Miranda before

5 **Which were dominating facts in Miranda in the past? \***

*Marca solo un óvalo.*

- War and violence
- Cheap prices in food
- Economy was really good

6 **Why did the whole Academic process have to stop? \***

*Marca solo un óvalo.*

- Because there weren't enough students
- Due to the pandemic
- Because Luis and Juliana didn't know where to develop the project
- Because the university decided to stop all activities

7 **Who proposes to talk a little about Miranda? \***

*Marca solo un óvalo.*

- Luis  
 Juliana

8 **What are the benefits of living near Santander de Quilichao And Cali? \***

*Marca solo un óvalo.*

- There are several economic incomes  
 People can go and learn other things  
 Young people know other people  
 Miranda has agreements with universities

9 **It takes you 48 minutes to get from Miranda to... \***

*Marca solo un óvalo.*

- Cali  
 Santander de Quilichao  
 Alfonso Bonilla Airport

10 **Miranda's sketch was taken from another town in... \***

*Marca solo un óvalo.*

- France/Italy  
 Spain/Portugal  
 Italy/Portugal  
 Russia/Spain

11 **According to Luis, what has brought a cultural advance to Miranda? \***

*Marca solo un óvalo.*

- The Institute of English  
 Miranda's dance group  
 Miranda's music school  
 Miranda's painting group

E **What image do other cities and towns have of Miranda? (SEVERAL OPTIONS) \***

*Selecciona todos los que correspondan.*

- In Miranda there is a lot of violence
- There are many thieves
- It is dangerous
- People are rude
- In Miranda there are a lot of "guerrillas"
- It's a very small town

E **One of the intentions of the project is... \***

*Marca solo un óvalo.*

- Show people that Miranda is a town with art and culture
- Show people that High school students are very applied
- All of the above
- None of the above

H **MIRANDA HAS TWO COMPANIES THAT OFFER EMPLOYMENT TO ITS INHABITANTS, WHICH ARE? \***

E **How much did you understand about the podcast? \***

*Marca solo un óvalo.*

1	2	3	4	5	6	7	8	9	10	
Nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Everything

E **Questions, comments and doubts... (English or Spanish)**

Buzzsprout Captivate Transistor Castos Podbean Simplecast Revoone

---



---



---



---

Link to see all Google forms.

<https://drive.google.com/file/d/14XRRE9SV2pLY5taFzCLwZ17fSaHjLeMM/view?usp=sharing>

**Appendix E. Speaking sessions****SPEAKING DIAGNOSTIC SESSION****Main subject:**

What do you think about the English level in high schools in Miranda – Cauca?

How do you think it could be improved?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get extra 15 minutes to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.

**SPEAKING 1 SESSION****Main subject:**

What do you like the most about Miranda's location? What do you think about it?

Do you think people from other regions have a good or a bad perception of Miranda? Why?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.

**SPEAKING 2 SESSION****Main subject:**

What is your favorite place in Miranda? What makes it so special? How do you think tourism in Miranda could be improved?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.

### **SPEAKING 3 SESSION**

**Main subject:** What do you think about Miranda's local market? Do you do grocery shopping there? Do you buy products in Miranda? Why, Why not? How do you think Miranda's economy could be improved?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.

### **SPEAKING 4 SESSION**

**Main subject:**

What is your favorite place to exercise in Miranda? What makes it so special? Why? Do you go alone or with people? How do you think the sport activities could be improved in Miranda?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.

### **SPEAKING 5 SESSION**

**Main subject:**

What do you think about the places mentioned in the podcast? What's your favorite? How do you think the cultural area could be improved in Miranda?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.



### **SPEAKING 6 SESSION**

#### **Main subject:**

What do you think about « la tertulia de Miranda »?  
Is there anything in particular that calls your attention from it? Would you like to participate?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.

### **SPEAKING 7 SESSION**

#### **Main subject:**

What do you think is a good way to promote reading and writing in Miranda?»?  
Do you like reading? Yes? No? Why?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.

### **SPEAKING 8 SESSION**

#### **Main subject:**

Do you think the Miranda's bridge of salves is important for the region» ? Why?  
How do you think tourism could be encouraged in that area? Why?

1. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
2. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
3. Third, record your answers in an MP3 format, and send it through WhatsApp.

### **SPEAKING 9 SESSION**

#### **Main subject:**

Would you like to travel in an interchange opportunity? Do you think that working overseas is important? why, why not?

4. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
5. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
6. Third, record your answers in an MP3 format, and send it through WhatsApp.

### **SPEAKING 10 SESSION**

#### **Main subject:**

What is your greatest motivation to learn English? Do you think that you need a teacher all the time to be able to learn English? Why, why not?

7. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
8. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
9. Third, record your answers in an MP3 format, and send it through WhatsApp.

### **SPEAKING 11 SESSION**

#### **Main subject:**

What do you think are skills of a good teacher? For you, how do you imagine the ideal teacher should be?

10. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
11. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
12. Third, record your answers in an MP3 format, and send it through WhatsApp.

**SPEAKING 12 SESSION****Main subject:**

What do you think about the French Guiana? If you could live at the French Guiana, would you do it? Why? Why not?

13. First, have a look at the podcast transcript in PDF and then take 10 minutes to read it and check the unknown vocabulary.
14. Second, get enough time to prepare an oral presentation to the predetermined questions based on the podcast subject.
15. Third, record your answers in an MP3 format, and send it through WhatsApp.

**Appendix F. Middle test and final test.**

Double click on the icons to see the information.

## Appendix G. Interview

The objective of this semi-structured interview is to assess the students' perspective towards the research study.



### Entrevista final

- ¿Qué lo/la motivo a participar en la propuesta?
- ¿Cuáles eran las perspectivas que tenía antes de iniciar con el proyecto?
- ¿Considera que los podcasts son herramientas útiles para el desarrollo de las habilidades de escucha y habla? ¿por qué?
- ¿Cuál o cuáles temáticas de los *Podcast* le llamaron más la atención?
- ¿Qué fue lo que más le gustó del trabajo con los podcasts en su proceso del aprendizaje del inglés?
- ¿Qué piensa del tono de voz, la velocidad y el vocabulario que se usa en los podcasts?
- ¿Acostumbra a usar aplicaciones o plataformas para trabajar las habilidades de escucha y habla autónomamente? Si/no: (¿Qué tipo de podcast trabajó antes de la propuesta?)
- ¿Considera que su inglés ha mejorado con la participación en la propuesta? ¿En cuales aspectos?
- ¿Seguiría utilizando los Podcasts? Si/no: ¿Para qué? ¿Por qué?
- ¿Recomendaría el uso de los podcasts para mejorar las habilidades de escucha y habla?
- ¿Qué recomendaciones haría para el mejoramiento de la propuesta?