Implementation of podcasting and community-based approach in an Intermediate English course

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Trabajo de Grado para Optar el título de Licenciado en Lenguas Extranjeras con Énfasis en

Inglés

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M. A. in Applied Linguistics to TEFL

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Bucaramanga

2021

Dedication

The present pedagogical project is dedicated to my mom, who has always been there for me, for always giving me support and confidence especially in the difficult moments, and for helping me get to where I am.

Acknowledgements

I want to express my gratitude to all the people who were part of this project. In this way, I want to thank my director of the degree work, professor Luz Mary Quintero, for helping me with her knowledge and guidance in the realization of this pedagogical project. I want to thank my friend Fernando who contributed in the correction of the writing of this work. Also, I want to thank the students involved in this project and the professor of that course for letting me implement it. I want to thank my mom again for her unconditional support.

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Abstract

Title: Implementation of podcasting and community-based approach in an Intermediate English course[1]*

Author: Jonathan Sneider Ordoñez Mendoza[2]**

Keywords: ICT, Podcasting, Community-based pedagogy, Afro-descendant, Peasant

Description:

The lack of research around the inclusion of technology such as podcasts for teaching a second language into the classrooms in Colombia was perceived after doing a revision on the literature. In this case, this teaching practice project aimed to introduce the use of podcasting as a digital material and supporting the content with community-based pedagogy into an Intermediate English class. For these reasons, the present project had the following objectives: to implement podcasting as a digital media source to enhance oral production in an Intermediate English course at UIS, and to explore topics about students' communities (family and friends community) through a Community-Based pedagogy framework in an Intermediate English course at UIS. The theoretical framework of this work is based on previous research on the use of the Information and Communication Technologies, the use of podcasts, and the use and benefits of Community-Based pedagogy. Eleven students taking the Intermediate English course were the participants of the project. An adapted grid taken from the Common European Framework of Reference, field notes, students' reflective journals, and the interviews were the data collection instruments used for gathering the information in this work. The results presented that the overwhelming majority of the students improved their oral production by practicing speaking for the podcasts, the teamwork was complicated for some of the students, and the majority of the students had positive comments related to inquiring about their near communities.

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[1]* Degree Work

[2]** Department: Human Sciences. School of Languages. Director: Luz Mary Quintero. M. A. in Applied Linguistics to TEFL.

Resumen

Título: Implementación del podcasting y el enfoque basado en la comunidad en un curso de Inglés Intermedio. [3]*

Autor: Jonathan Sneider Ordoñez Mendoza[4]*

Palabras Clave: TICs, Podcasting, Pedagogía basada en la comunidad, Afrodescendientes, Campesinos

Descripción:

La falta de investigación en torno a la inclusión de la tecnología como los podcasts para la enseñanza de una segunda lengua en las aulas en Colombia se percibió luego de hacer una revisión de la literatura. En este caso, este proyecto de práctica docente tuvo como objetivo introducir el uso del podcasting como material digital y apoyar el contenido con una pedagogía basada en la comunidad en una clase de inglés intermedio. Por estas razones, el presente proyecto tuvo los siguientes objetivos: implementar el podcasting como un recurso digital para mejorar la producción oral en un curso de Inglés intermedio de la UIS, y explorar temas acerca de las comunidades de los estudiantes (familia y amigos) a través de un marco de la pedagogía basada en la comunidad en un curso de Inglés intermedio de la UIS. El marco teórico de este trabajo se basa en investigaciones previas sobre el uso de las tecnologías de la información y la comunicación, el uso de podcasts y el uso y beneficios de la pedagogía basada en la comunidad. Once alumnos del curso de inglés intermedio fueron los participantes del proyecto. Una rejilla tomada del Marco Común Europeo de Referencia y adaptada, notas de campo, diarios de reflexión por parte de los estudiantes y la entrevista fueron los instrumentos de recopilación de datos utilizados para obtener la información en este trabajo. Los resultados mostraron que la inmensa mayoría de los estudiantes mejoraron su producción oral por medio de la práctica de habla para los podcasts, el trabajo en equipo fue complicado para algunos de los estudiantes y la mayoría de ellos tuvo comentarios positivos relacionados con indagar sobre sus comunidades cercanas.

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[3]* Trabajo de grado

[4]* Facultad: Ciencias Humanas. Escuela de Idiomas. Director: Luz Mary Quintero. M. A. in Applied Linguistics to TEFL

Introduction

The present degree work was developed, as suggested in the title, in one Intermediate English course at Universidad Industrial de Santander (UIS). The school of languages at UIS offers a program called BA in foreign languages teaching with emphasis on English since 2017. Its curriculum has 5 levels of English starting with pre-intermediate English to advanced English II, which are the essential subjects to foster the students´ language development. Intermediate English corresponds to the second of the aforementioned levels. In this way, this course was designed for students who are making the transition from an A2 level to a B1 level (Proyecto Educativo del Programa [PEP], 2016).

The content of this course, as proposed in the PEP (2016), is divided in five subcategories or areas for academic development according to its syllabus. The corresponding areas of content of the subject are: socio-cultural content, communicative and pragmatic content, linguistic content, lexical, and writing content. Each one of the areas has a variety of topics such as *your world, social life* and *society* within the socio-cultural content; *conversations, phone calls and arrangements* found in the communicative and pragmatic content; *the tenses, questions, reported speech* and *passive voice* within the linguistic content; and *everyday activities, people around you, adverbs, numbers and statistics* in the lexical content. The course also contemplates certain aspects as to *how to write an informal email, a blog, a CV*, and others as relevant parts in the development of this course.

As demanded by the Ministerio de Educacion (Ministry of Education) (decreto 2450 de 2015) the BA in foreign languages teaching with emphasis on English program includes four

components: didactics of the disciplines, pedagogy and educational sciences, specific and disciplinary knowledge, and general foundations according to the PEP (2016). The present course is set in the specific and disciplinary knowledge component. Looking at the previously mentioned document, this segment responds to the necessity for developing comprehensive language knowledge, its systems, and its historic and cultural aspects that both students and the future teachers need. Following the syllabus of the subject set in the PEP (2016), the methodology proposed for this course is based on the Communicative Approach. Some of the methodological and learning principles are: integrating the four language skills, boosting learning opportunities, increasing language consciousness, among others. Similarly, some strategies are proposed such as scaffolding, direct explanation, vocabulary growth, presentations, an average of three class projects and tasks developed in the classroom. This course aims to make students aware of the demands of competent English teachers, to promote autonomous learning in the students, to make students able to communicate in more complex structures, and to familiarize students with the panorama of the program. The assessment procedures taken into account are both summative and formative approaches. For instance, several methods, qualitative and quantitative, serve for gathering and evaluating the data throughout the semester such as questionnaires, surveys, interviews, observations, classwork, quizzes and assignments. Assessment in this course entails two progress tests, a final test, a standard test, quizzes and assignments and the project which accounts for the total percentage of the quantitative procedure. Its achievement indicators comprehend aspects of improvement just as linguistic and vocabulary range, reading, writing, listening, and speaking, all of this as set in the PEP (2016).

After having contextualized the subject in which the present work was developed and the characteristics it has, it is pertinent now to present a description of the project that was carried out.

An implementation of the podcasts into an educational area, better known as podcasting (Aristizabal, 2009), along with the knowledge of Community-Based approach was carried out throughout eight weeks from the second academic period of 2020. Apart from the two podcasts the students of the course made, they were given different inputs for the development of the podcasts. These inputs consisted of looking at some marginalized communities as Afro-descendant and peasant people, the existent discrimination towards them and the changing attitudes when talking and looking at these communities, all of this by means of readings, videos, and class discussions. In light of these activities, those topics served for the contribution of the subject in its socio-cultural content and aspects such as people around you and social life (PEP, 2016). The reason for the implementation of this digital media material such as the podcast arose first from the lack of research done of the Information and Communication Technologies (ICT) in the foreign language teaching area as García & Rey (2013) stated, and nowadays there are still few published studies on the use of podcasts in this educational field as well, specially in Colombia and in the region, and second from the need to help students enhance in more ways their language skills specifically their speaking skills by making use of technology. The latter in the need of searching the power of this technology means for boosting the learning process being this the final objective of a teaching languages course (García & Rey, 2013; Selwood et al., 2016). All the previously mentioned reasons go hand in hand with a Community-Based approach, which is the case of this intervention. Moreover, it is during this time of history when a worldwide pandemic emergency forced students into staying in their homes and remote teaching took the leading role for education in which a new meaning for audio documentation and podcasts use into education was created. In this sense "... 2020 may be known in history as the year of podcast teaching, and/or podcast learning" as Wake et al. (2020) claim in their research (pp. 29-30).

In this regard, teachers have the obligation to reinvent themselves in order to provide students not only with the sufficient content of the subject(s) they teach but also with the appropriate pedagogical materials to have learners connected to their course. Nevertheless, it is of great concern to recognize the challenge when integrating new technology into classrooms for both learners and educators (Phillips, 2017). Despite of it, looking at the fact of the fast growth of technology and digital media, educators need to bring these digital means into the classroom and teachers know that the integration of ICT can lead students to reach the outcomes of the course (García & Rey, 2013) since it is imperative for them to gain new skills for improving their work (Rivera, 2018). García & Rey (2013) established that this assimilation influenced diverse educational areas, so teachers need to acquire new skills to incorporate these means into the teaching practices in an adequate way. However, teachers often provide learners with digital media resources just to give them short tasks to reinforce what has been taught. For instance, teachers give learners web pages to practice skills and forms seen in class or to indicate exercises on the software of the labs' computers (García & Rey, 2013).

The podcast is one technological resource that has been increasingly used in recent times by people all over the world. By definition "A podcast is a series of media files, typically consisting of audio and/or video materials, which are made available on the Internet for downloading onto one's computer" (Chan et al., 2011, p. 313). Using podcasts inside the field of education might contribute to improving students' results on the different language skills. For instance, Aristizabal's (2009) study found that the results of the learners who did not listen to podcasts were lower than the ones using podcasts. Besides, in Phillips' (2017) study in the University of Applied Sciences Burgenland it was found that the majority of the respondents felt that podcasting helps them in their language skills.

Following this line, the importance of using effective teaching resources for teaching inside the classrooms is a factor educators need to bear in mind. For example, Cruz & Velasco (2016) concluded in their study that the use of teaching materials and its implementation during that course made it easy for the learning process of EFL learning students and got them motivated in the learning of the target language. Hence, the implementation of technological materials such as the use of podcasts can improve learners' language skills, such as writing performance (Bamanger & Alhassan, 2015), listening skills (Al Qasim & Al Fadda, 2013), and, as Cruz & Velasco (2016) study about teaching materials, might contribute to motivate students in the learning of a second language (L2). What is more, podcasts gave students the opportunity of getting authentic forms of language and involving voluntarily in their English learning skills (Bamanger & Alhassan, 2015). So that, among other benefits, effective teaching materials such as podcasts are evolving as a good source for education when it comes to bringing digital media resources into the classrooms.

To complement and enrich this pedagogical project, podcasts were developed taking into account the benefits and guidance which offer the Community-Based approach as it was mentioned earlier. Since this project was intended for students of a teaching foreign languages program, it is important to connect students not only with the pure academic content they need to cover in the program but also with the knowledge they get from the outside. Being this, Lastra et al. (2018) presented that teaching and learning are acknowledged as social tasks leading teachers to make the connection between the profession and the duty of community when referring to the learning process. Besides, the authors said that the funds of knowledge coming from the near communities of the learners need to be included so that the educational program is modified for the learning and teaching process. In other words, teaching and learning processes demand to go beyond the traditional classroom. With those means of podcasting the pre-service teachers will be aware of

the skills needed for the 21st century related to technology as Güler & Özkan (2018) stated in their study.

The current work is divided into three main parts. First, the objectives, which guided the development of the present project, are presented. Second, the central body of this work, which is subdivided into four sections: the theoretical framework, methodology, results, and the corresponding discussion. Inside the theoretical framework the previous literature research done, the concepts, and the legal references which supported this paper are presented. Last but not least, conclusions obtained from the results of this project supported by results from previous research and some recommendations are set.

1. Objectives

The present work was guided by the following objectives:

1.1. General Objectives:

To implement podcasting as a digital media source to enhance oral production in an Intermediate English course at UIS.

To explore socio-cultural topics about students' communities (family and friends community) into the classroom through a Community-Based Pedagogy framework in an Intermediate English course at UIS.

2. Body of work

2.1 Theoretical framework

2.1.1 Information and Communication Technologies (ICT)

Technology and its advances in the education field have become more familiar to all of us. ICT advances have most of the people using the Internet and digital media broadly into their lives (Güler & Özkan, 2018). In this vein, since the current work and its pedagogical project which was implemented in an Intermediate English course at UIS was supported on the use of the ICT for the formation of pre-service teachers, a brief revision of the literature regarding laws on ICT implementation in Colombia and the Universidad Industrial de Santander (UIS) was done. Looking at the national panorama, in the Plan Nacional Decenal de Educación 2016-2026 (2016), in its

strategic challenge No 4, presents that it is required to define plans, programs, and directed actions to consolidate the pertinence and quality of all cycles and modalities of the teaching formation. Furthermore, it takes into account that every language teaching program includes a pluralist, differential focus pertinent to the social, environmental, economic, and cultural context, and guarantee in their formation an inclusion focus, rights focus, ICT pedagogical use, and so on. In its strategic challenge No 6, it states in more detail the pedagogical use of ICT on pre-service teachers and the orientation to take advantage of these tools in their continuous learning.

In the local context, UIS recognizes the pedagogical use of the ICT as a strategy to enrich the learning and teaching process (PEP, 2016). So that, the PEP of the BA in foreign languages teaching with emphasis on English program mentions the two agreements, Acuerdo del Consejo Superior No. 051 de 2009 and Acuerdo del Consejo Académico No. 277 de 2011. The first one is in which the policy to support training through ICT is adopted. The second one is where the implementation program of the already mentioned policy to support training through ICT was approved, which means the approval of the incorporation of them into training processes of the Universidad Industrial de Santander respectively.

Education is a field that needs to constantly change and update itself for the new advances of the world regarding almost all its fields. As in every aspect and convention of education the need for the integration of technology and digital media has to be present, and the learning of a second language represents a good example of this. Mkdadi (2019) pointed out that the rapid technological innovations in recent years have contributed in the teaching field in a way that "the utilization of advances has turned out to be almost universal for outside/second language learning" (p. 1). However, ICT into this foreign language education is a matter which has not been completely researched (García & Rey, 2013). The need for an appropriate implementation of ICT

into the classrooms has turned out as one relevant element for teachers and learners. Firstly, as ICT helps people in solving problems, communicating, making decisions, and so on, the importance of professional development for teachers in this field is relevant for the contribution of their work (Rivera, 2018). Second, due to the necessary implementation of ICT into classrooms, students have to be taken into account since young human beings are part of the learning process. Rivera (2018) states that as they are involved to a greater extent, it means a change in the pedagogy where the learner is the centre of the learning process due to their affinity for technology. In light of this, The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019) proposes 18 ICT competencies for teachers such as understanding how ICT helps curriculum, arrangement of class and school, assessment procedures, pedagogy, administration, and continuing professional development as well.

2.1.2 Podcast

The educational field cannot turn a blind eye to this highly technological world which we are living in. In this regard, Rivera (2018) has stated that the ICT in contemporary life have changed diverse areas, in this way, education as well. What is more, language learning is observing a change where Mobile Assisted Language Learning takes importance (Bamanger & Alhassan, 2015). Similarly, one source of technology which has been paving its way into the learning of a L2 field is the use of the podcasts. According to Phillips (2017) podcasts usage in and out of classes for the tertiary level of language learning education has increased as a creative tool. Many researchers have stated the meaning of the word podcast and a clear definition will be given. A podcast is a video or audio recording uploaded to an online portal which serves for the share of diverse expertise with others (Aristizabal, 2009; Phillips, 2017). According to Erben (2013):

the term podcast is a combination of two words: pod is from iPod, the portable audio

player made by Apple that plays audio files, and cast comes from roadcast, to make

something widely known, as in a program that is transmitted to a large audience (p. 21).

Additionally, Erben (2013) states that podcasts are good at promoting interaction and

commitment of students in the learning process. Now it is pertinent to state the term podcasting.

"Podcasting is a growing art in the field of education. It is being used both by teachers and students

alike, which gives it a multidimensional aspect" (Aristizabal, 2009, p.36). However, teachers need

to make students aware of what they think a podcast is when it is used inside an educational

context. Chan et al. (2011) contribute here by stating that it is pertinent to change students' views

of podcasts in education as unentertaining files by making podcasts mixing a joyable experience

with clear pedagogical objectives.

2.1.3 Benefits of podcasts into the classrooms

Integrating podcasts into the classrooms brings multiple benefits for the students and the

teachers as well. After doing a revision of the literature on this topic, some of these benefits were

found and highlighted. First of all, results from a study made by Aristizabal (2009) display that the

use of podcasts was helpful for the students involved in regard to studying for the exam. The author

states that podcasts serve for teachers in order to encourage 21st century skills and learning.

Another remarkable benefit is the enhancement of language skills by the integration of podcasts

into education, either students listening to the podcasts or producing them (Al Qasim & Al Fadda,

2013; Aristizabal, 2009; Chan et al., 2011; Güler & Özkan, 2018; Hamzaoğlu & Koçoğlu, 2016).

For instance, in Güler & Özkan's (2018) study, which took place at Cukurova University in

Turkey, having as participants 22 students from the Department of English Language Teaching

found that "podcasting positive impact was not only on listening but also on all types of other language skills such as speaking, writing, reading as well as vocabulary and grammar" (p. 135). Interaction among learners is another benefit when using this digital material inside the classes. The professor in charge may employ virtual materials, exercises, and group dynamics to boost discussions (Rosell-Aguilar, 2013) apart from the interaction among themselves (Korucu-kis & Sanal, 2020). For the latter, in Al Qasim & Al Fadda's (2013) study, through observations the authors saw that the environment promoted group skills. A last but not least among other several benefits is the motivation increase in the students when using different technological resources (Al Qasim & Al Fadda, 2013; Aristizabal, 2009; García & Rey, 2013; Hamzaoğlu & Koçoğlu, 2016; Phillips, 2017; Rivera, 2018; Selwood et al., 2016). In Al Qasim & Al Fadda's (2013) study, the results show that the people involved in the experimental group got a positive agreement, that means they were motivated using podcasts during their learning process. Similarly, Selwood et al. (2016) in their study claim that due to the frequency in which podcasts are published providing current information, they develop motivation in students.

2.1.4 Community-Based Pedagogy

As the present work was held by the knowledge of the Community-Based Pedagogy, a definition of it needs to be stated. Sharkey & Clavijo (2012a) defined Community-Based Pedagogies as procedures and curriculum which display knowledge and value of communities surrounding the school and place of learners and their families not ignoring the curriculum standards realities but taking as a beginning local resources and expertise (as cited in Sharkey et al., 2016). This taking into account the life events, educational process, and assets from the outside

students and educators use into their classrooms (Rincón & Clavijo, 2016). In this light, Bolaños et al. (2018) stated that:

> In this type of pedagogy, teachers conceive the curriculum in such a way that it can promote not only classroom, but also outside learning opportunities where students can integrate knowledge regarding various aspects of their lives such as environment and society, among others, and improve their capacities to take actions towards their social reality (p. 276).

Communities outside the classroom and academic institutions help establish a bridge between the in and the outside learning held by the students and teachers, and the other communities which give a richful part in the learning process needed in every person's knowledge. As Hernández & Gutiérrez (2020) have written, in the process of exploring the local places of the students, they are getting the experience of irresistible transformation of roles of their learning process and production. Regarding this knowledge provided by this pedagogy, teachers have a compromise of integrating into their classroom content knowledge obtained from the communities near them, at least. Educators started to comprehend that for including funds of knowledge obtained by local sources there will need to modify the curriculum as assignments of the schooling (Lastra et al., 2018).

2.1.5 Benefits of Community-Based Pedagogy

As living in a social world, teaching and learning should not be an isolated process taking place only inside the classrooms. According to Kumaravadivelu (2003), "No classroom is an island unto itself. Every classroom is influenced by and is a reflection of the larger society of which it is a part" (p. 239). Going in this line, the significance of implementing a pedagogy such as the one of Community-Based is explicit for improving curriculum development. As educators, using this

pedagogy for teaching a foreign language turns the students' learning into a positive experience, differs from the traditional teaching for it involves funds of knowledge and the like to enrich the curriculum (Olarte & Galindo, 2019), and many other reasons for using Community-Based Pedagogy. Not only benefits from this pedagogy are used by the teachers but also by the students who play a major part in the teaching and learning process. When learners use their community as a learning resource, "students become critical readers of their own contexts. They develop a sense of belonging and, as a product of this process, inquiry and academic skills" (Rincón & Clavijo, 2016, p. 70). Among other advantages, it is clear the necessity of implementing this pedagogy into the classrooms whenever it is possible.

Central topics selected for the development of this project were the ones of marginalized communities taking into account two of them: Afro-descendent and peasant people. These topics were in line with the definition of Community-Based Pedagogy and carried out through the creation of the two podcasts. Besides, taking into account the concept of critical consciousness, Freire defined it as "to learning to perceive social, political and economic contradictions, and to take action against the oppressive elements of reality" (1993, p. 35). A positive form to look at those critical topics is the advantages Community-Based Pedagogy brings into the classrooms. In this light, this pedagogy involves the teachers in arranging the curriculum content for addressing cultural and social concerns surrounding the students' contexts and their families and discovering linguistic resources (Olarte & Galindo, 2019). Besides, when activities are developed for students to go further into the classroom it results in encouragement (Contreras & Chapetón, 2016) for educators to improve their academic content. Apart from all the advantages already presented when community-based pedagogy is implemented, it is necessary to involve the digital aids in order to boost the results it displays. In this light, results from a study carried out with students of

an online English as a foreign language course offered by a public university from Colombia presented that the digital era demands to be nurtured by the local community and its resources (Olarte & Galindo, 2019).

2.1.6 Results from some studies

After doing a revision of the literature on this field in Colombia, some conclusions are presented. For instance, Sharkey et al. (2016) study concluded that the students were motivated and along with teachers their appreciation for local knowledge was enhanced. Furthermore, Bonilla's (2019) study, which focused on English music, concluded that looking into local social contexts and families favor learners' participation, connecting the school with the community's knowledge. Following some results found in literature, according to some studies carried out in Bogota, educators realized that when using the traditional model of teaching which reproduces compulsory matters in order to teach just the necessary leaves aside the environment resources (Olarte & Galindo, 2019).

2.2 Methodology

As it was mentioned at the beginning of this paper, this project was implemented in an Intermediate English course at UIS. This course was composed of 11 students. Throughout observing the students during the development of the classes, it was remarkable that participation and performance related to language proficiency represented a noticeable difference among them. Passive and active students' roles marked a line throughout the development of the classes and the activities to be implemented in them. In regard to this difference, there were students whose utterances had a better level of proficiency than other students who just responded with isolated

words or short phrases. Besides, the majority of the students were shy at the time of expressing their insights regarding the topics subject of debates. However, an overwhelming majority of them got involved in activities where speaking was not the core.

Resources that students taking part of this work used are the following ones: a cellphone to record their voices for the podcast, headphones for a better recording of the voice, a software called audacity, which is free, serving as a way for them to edit the audio when it was already recorded and add some features such as the jingles. Lastly, they needed a short introduction of the process of doing podcasts in regard to education made by the person in charge of this project. Certainly, the previous resources were recommendations for the students since they could use for instance a different program or application in order to edit their recordings, or other resources depending on their likings. Talking about the didactic method guiding this process, a task-based approach oriented this work. According to Nunan (2004), in his book he mentions Task-Based Language Teaching comparing it with the Communicative Language Teaching (CLT) to give a broad understanding of it as in his words, CLT is a "philosophical approach to the language curriculum that draws on theory and research in linguistics, anthropology, psychology and sociology" (p. 10), then stating that Task-Based Language Teaching serve as the consummation of CLT philosophy in terms of methodology and syllabus creation. He presents some principles of the Task-Based Language Teaching as well, and some of them are remarkable for the development of this work such as "The provision of opportunities for learners to focus not only on language but also on the learning process itself" and "The linking of classroom language learning with language use outside the classroom" (p. 1). Hence, this project was intended to make students aware of the educational process they are involved in and the use of the language in non-educational environments.

The data collection instruments this pedagogical project took into account were: a rating grid for speaking taken from the Common European Framework of Reference and adapted to the work, students' reflective journals, field notes made by the person in charge of this work, and students' interviews. First, for getting an idea if the students selected in this work enhanced in some way their speaking skills through the use of podcasts, a rating grid for speaking taken from the Common European Framework of Reference was used and adapted to the project for assessing students. Each qualitative aspect was graded in a scale from 1 to 5, being 1 fail and 5 a distinctive mark. Next, the students needed to hand in via email one individual reflective journal after the uploading of the first podcasts where they stated the things they have learned and the changes in their minds. Similarly, the person in charge of this project made use of a field note where after each class highlighted parts and reflection of them were written. According to Griffe (2012) diaries and journals are useful to ease teacher-student communication, to help pre-service teachers self-assess, and to examine learning processes made by singular investigators. Finally, interviews applied to the students were taken into account for the benefit of collecting more data from the view of the learners. Besides, this instrument was selected since "… an interview has structure, purpose, and form, and can be defined as (usually) a person-to-person structured conversation for the purpose of finding and/or creating meaningful data which has to be collected, analyzed, and validated" as stated in Griffe (2012, p. 167).

After stating the resources, the didactic method, and the data collection instruments, a table representing the process of this project is presented here, and then the stages of the work.

Table 1

Process of the pedagogical project

Activities	W1	W2	W3	W4	W5	W6	W7	W8
Presentation of the project and the podcasting. Afro communities first class/Black Lives Matter (BLM)	▓							
Afro communities second class/BLM history		▓						
Afro communities third class/eradicating racism			▓					
Planning and presentation of the first podcast			▓	▓	▓	▓		
Peasant communities first class/what defines a peasant?				▓				
Peasant people/sharing traditions and knowledge					▓			
Peasant people/traditions and stories						▓		
Peasant people/food sovereignty and values							▓	
Peasant people/personal concept of a peasant person								▓
Planning and presentation of the second podcast							▓	▓
Interview to the students								▓

Seven stages conformed the process of this pedagogical project and are presented in this part:

Presenting the topics and contextualization. The first stage consisted of presenting a short introduction about what a podcast and podcasting is and how to make podcasts. Then, the presentation of the topics in each part already selected by the teacher. Since one podcast presented by each group was the final outcome of the project in each term meaning two podcasts, two topics were selected: afro-descendent people and peasant people. Having these subject matters serving as inputs for the podcasts, a clear emphasis on the Colombian context was made beneficial to create awareness of students from their own contexts.

Reflecting on the topics. The second stage was made of discussions which lead to reflections around all the aspects that come from looking deep at these subject matters. Through videos and readings the spaces for conversations between the teacher in charge and the students were opened. The students involved were encouraged to speak and present their points of view in respect to the subject of discussion.

Exploring the community. After doing some reflections, for the first topic, an interview model was designed between the students and the teacher with questions enclosing issues such as microracisms and racism in Colombia. With this model students carried out interviews each one of them to three to five people from their near communities as classmates and family members. For the second topic, the students simply asked their family members stories about life in the countryside.

Writing of the script. The following stage marked the start for the process of writing the script for their podcasts. For this, students were asked to conform to three groups in order to make the scripts. For the first podcasts, the learners needed to organize the information they found after looking on the internet and systematize the answers after doing the interviews. For the second

podcasts, they just needed to present the stories they asked in order. Teacher in charge asked them to send a draft to give them feedback, comments and tips to improve their podcasts.

Making of the podcasts. The fourth stage consisted of the making of the podcasts. Students were given more than one week for recording, editing, and uploading the podcasts to a YouTube channel already created by one classmate. They were given short time since the podcasts they needed to present were between 8 to 10 minutes.

Reacting to their classmates' podcasts. In the fifth stage the students needed to react to the other classmates' podcasts and leave comments on the YouTube channel. This was encouraged in order to make the students aware of the work of their classmates and see their results.

Making of reflective journals and interviews. The last stage marked the handing in of the students' reflective journals after they uploaded their first podcasts to the YouTube channel. When the project was finished, an interview with each student was carried out. This last instrument was applied to gather data for the analysis of the effectiveness of the implementation of this digital media source into a classroom.

2.3 Results

In this section of the pedagogical project report, the results from the implementation of this work are going to be presented. These results were obtained throughout the whole process of implementation of the use of podcasting along with the content guided by the Community-Based Pedagogy where topics such as Afro-descendent people as the first podcast and peasant people as the second podcast taking into account the Colombian context formed its content. This process of implementing the already mentioned work lasted eight non-consecutive weeks going from October the 28th of 2020 to February the 1st of 2021. A process of systematization of the data obtained

from the students and the person in charge of the project was developed. As it is mentioned in the methodology of this report, four different data collection instruments were used in order to gather enough information to present. The results are going to be presented as follows: first, results from the modified grid used to grade the students as well as the notes taken after classes by the person who carried out this project are presented, the students' responses to an interview made at the end of the project will go next, and finally the data obtained by the students' reflective journals they did after the first podcast was uploaded is presented. It is essential to state in this part of the paper that the responses students gave or wrote in each of the data collection instruments if cited directly, are done as they were given by the students without modifying the grammatical sense of the sentence. In addition to this, the experience of doing this implementation of teaching practice as a degree work by the person in charge of this project is presented.

2.3.1 Results from the modified grid and the practitioner's notes

To provide a comprehensible understanding of the data gathered through the modified grid, two tables are presented showing the results of the students' development in the two podcasts according to the criteria set by the Common European Framework of Reference and the adaptations made for fitting the work. (See figure 1 and figure 2).

Table 2

Results from the first podcast

		GRADE (1-5)		
CRITERIA	DESCRIPTORS	GROUP 1	GROUP 2	GROUP 3

RANGE	Use basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	4.3	4.2	4.4
ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes.	4.5	4.5	4.5
FLUENCY	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	4.5	4.5	4.5
COHERENCE	Can link groups of words with simple connectors like 'and', 'but', and 'because'.	4.8	4.8	4.7
PUNCTUALITY	The script and the podcast were delivered on the time set.	5.0	4.0	3.8
RESEARCH	The search for information and the organization and presentation of it was evidenced throughout the development of the podcast.	4.7	4.7	3.6
INTERVIEWS PRESENTATION	Presentation of the most important results obtained from the interviews carried out is present in the podcast.	4.8	4.8	3.9
TIME	The podcast meets the established time limits.	5.0	5.0	4.9

Note: Grid taken from the Common European Framework of Reference and adapted to the pedagogical project.

Table 3

Results from the second podcast

	GRADE (1-5)

CRITERIA	DESCRIPTORS	GROUP 1	GROUP 2	GROUP 3
RANGE	Use basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	4.8	4.4	4.5
ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes.	4.8	4.6	4.5
FLUENCY	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	4.8	4.7	4.5
COHERENCE	Can link groups of words with simple connectors like 'and', 'but', and 'because'.	4.8	4.8	4.8
PUNCTUALITY	The script and the podcast were delivered on the time set.	5.0	4.4	3.6
PRESENTATION OF THE STORIES	Stories from the students' family members related to life in the countryside and a comment/s of each story relevance was presented in the podcast.	4.9	5.0	3.7
TIME	The podcast meets the established time limits.	5.0	5.0	4.7

Note: Grid taken from the Common European Framework of Reference and adapted to the pedagogical project.

As one notices when looking at the two tables, some criteria remained the same for both grids and some others changed such as *research* and *interview presentation* for *presentation of the stories* to fulfill the needs of each podcast difference in content.

Starting with the first criterion, there was a slight difference between the podcast 1 and 2 in the group 2 and group 3; however, an outstanding difference was remarkable taking into account the group 1. These results showed this increment due to that in the first podcast the students needed to do research on the internet for information to complement the topics seen in class whereas in the second one the students asked their relatives in order to find one story to tell and briefly analyze it in the audio recording so it might be easier for them. According to the practitioner's field notes, in a particular case from class 1 to class 2 one student started to participate a little more in classes so it might have contributed to the better range of vocabulary they got. It happened quite the same with the second criterion, *accuracy*. Nevertheless, the group 3 remained the same in this part regarding the pronunciation and the mistakes made in words and short phrases. For instance, some mistakes presented in podcast 1 were mispronunciation of words such as *recognize* or mistakes such as *people is*. For the second podcast, students had mistakes in phrases such as *it's going from outside* instead of coming from outside. These aforementioned examples showed that group 3 neither improve nor worsen their range and accuracy when speaking in English in their podcasts. The other two groups had mistakes in pronunciation and structures of sentences as well. For instance, in group 1 words such as *earth*, *glass*, and some past forms, and in group 2 mistakes such as *persons*, and some past forms were observed among others, as well.

Considering the two following criteria, *fluency* and *coherence*, there was some difference in the results. In the first one, just group 3 remained the same while listening to the two podcasts; they did not show a noticeable difference since they continued expressing their ideas with the same pauses. In the second criterion it showed the opposite result: just the group 3 presented a light difference of improvement. This was evidenced since the people involved in this group

presented a better effort to use the connectors as the ones shown in the grid while the other

groups, group 1 and 2, were equally using the connectors appropriately in both the two podcasts,

just with some little mistakes.

The following criterion that showed a particular development of it is the one of

punctuality. It is necessary to state here that this criterion was hard to fulfill by the students

involved in this project. As the reader is able to perceive, just the group 1 got a 5.0 in both

podcasts. This is simply because the students conforming to this group sent the scripts in the time

set for it, or they notified the practitioner in charge of the project they were busy with other

homeworks via email. Regarding the podcasts, this group uploaded them in the time limits set.

Looking at the group 2, they went from 4.0 to 4.4 because the second time they hurried up a bit

in order to deliver the script and the podcast in almost near the time set for it. Nonetheless, the

group 3 had a little lack of commitment with the project since the people involved in this group

sent the scripts and the podcasts late from the time required. Also, they did not send a message

notifying why their works were late or asking for more time if they needed it. The important

aspect here is that all the groups presented the podcasts both times.

The following two criteria stated for the first podcast need to be presented individually

since the second grid has only one and different criterion. This is due to the fact that for the first

podcast taking into account the topic of racism and microracisms, regarding especially the

Colombian population, the students needed to do a brief research on the internet about these

topics and more if they wanted to complement the information presented in class by the

practitioner. In addition to this, the students were asked to carry out some interviews to three to

five people near them, family or friends, to know and understand the perspectives these people

have towards the afro-descendent people and racism, microracisms, and some racist attitudes

these people might have. Following this, for *research* the three groups presented useful

information for the development of the body of their podcasts. However, the people from the

group 3 did not say appropriately which web site or any other source they took the information

from. For the other criterion, *interviews presentation*, the three groups presented the results at the

end of their podcasts as it was asked by the practitioner in charge. Besides, the students not only

did the presentation of the data obtained through the interviews, but they tried to summarize it

and make conclusions about. The group 3 got a lower grade despite the results they gathered

from the interviews and the presentation of them. In this part, the group 3 did not analyze the

information they gathered from the interviews but just stated brief answers in their podcast.

Considering the second table, the two already presented criteria this time conforms only

to one. In the second podcast, all of them were about telling and analyzing brief stories from the

students' family members when living in the countryside. These stories students needed to find,

if they could, were not limited to a one topic. They talked in the podcasts about stories related to

beliefs their relatives and peasant people in general have about myths or saints such as ghosts,

the devil, or the appearance of the virgin Mary; and related to the sense of community peasant

people have towards other people. The three groups did a great job telling stories from their

relatives and expressing their opinions and highlighting the important aspects of these stories as

it was expected. Apart from telling stories, one group whose stories were all about mystery set

backgrounds according to each story and even named each one. Another group set not an image

for background but a video of beautiful fields going in line perfectly with the stories they told.

Nevertheless, the groups have different grades according to not only how they told the story but

also their position in respect to those stories. The group 3 got a lower grade than the other two

groups because they did not make a big emphasis on the importance of some of the stories, they

just focused on telling the story instead, which is not something wrong, but not the only

parameter that was required.

Looking at the last criterion of both the two grids for grading the students it is the same

again, *time*. There is not much to say about this criterion because it refers only to students

uploading the podcasts to the YouTube channel in order to fulfill the time set for it. In this case,

the three groups completed the time for the development of their podcasts. The difference in the

grades is because of how students took advantage of the time of their podcasts. The group 3 just

let the jingle of their podcasts sound a little bit long so they did not speak the complete time for
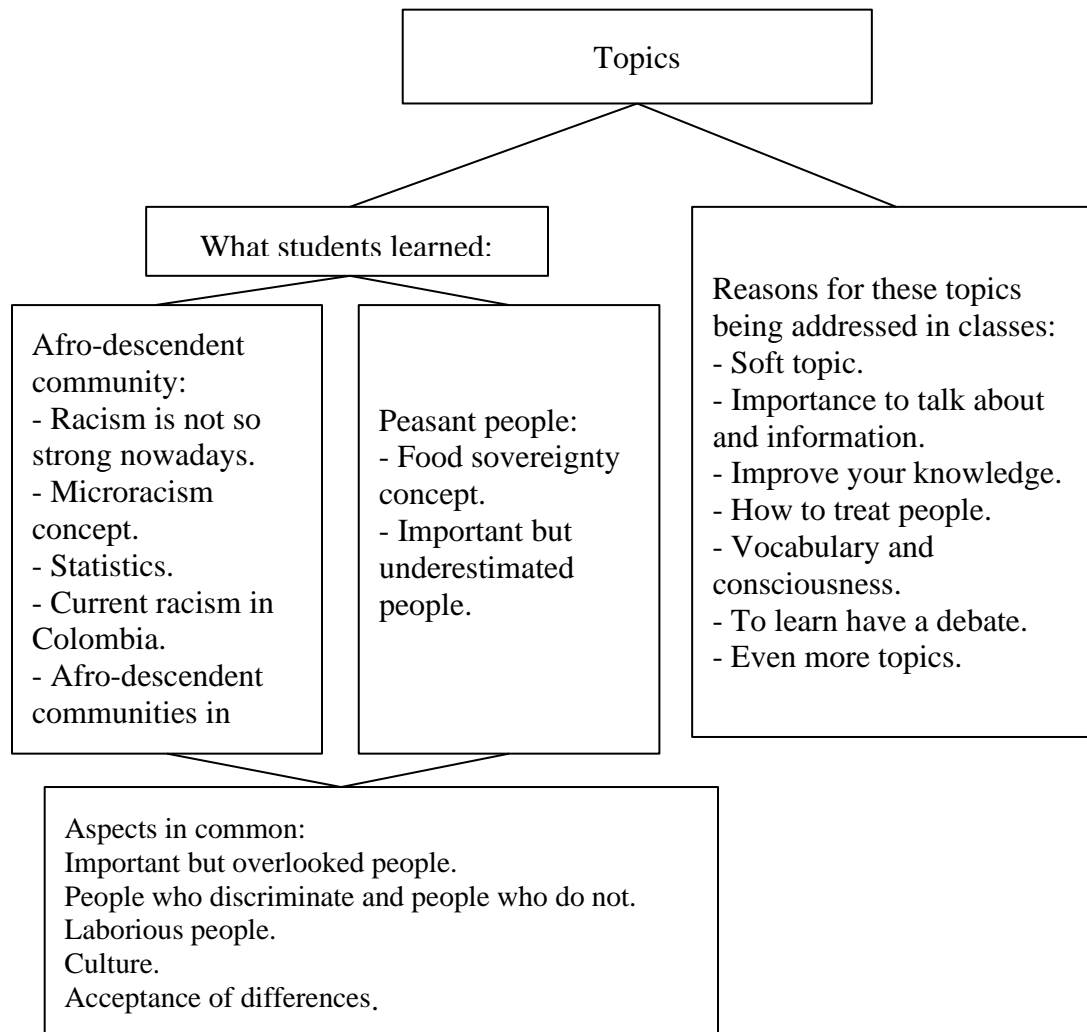
fulfilling this criterion.

As one notices after looking at the two grids and the results of each criterion between

podcast 1 and podcast 2 that group 1 and group 2 got a slight increment in their grades taking

into account the two aforementioned recording documentations. This might be because students

were getting used to the process of making a podcast for the second time. Also, due to the topic,

peasant people and life in the field, in which the students presented their own stories and some of

them said the second one was easier. This does not mean the participants did not present good

materials for the first time they had to do them, but the learners improved their work instead.

After having stated the results obtained when looking at the grid which was briefly modified to

fit the project and the field notes of the person in charge of this project, the results obtained from

the interviews made at the end of the project follows in the order.

2.3.2 Results from the interviews

One interview consisting of eight questions aiming to explore the students' thoughts and

feelings related to the process of making the podcasts and exploring the community knowledge

was carried out by the practitioner in charge of the reported work (See appendix A). This

interview was applied to each student involved in this pedagogical project at the end of it. After

collecting all the students' answers through this data collection instrument, a process of coding

and classification of the questions was done leaving as a result five categories which are: topics,

community interaction, oral production, perceptions of the project, and teamwork respectively.

These results are presented as in the way the categories are mentioned.

2.3.2.1 Topics. Since it has been mentioned before, this project had as a content two big

topics guiding the process of learning of the students involved. The two topics for this

pedagogical work were Afro-descendent community and peasant people, respectively. Regarding

this, the interview applied to the students had two questions leading to knowing the learning and

thoughts of these topics. The two questions were: *What did you learn about Afro-descendant and*

peasant people while making the podcasts? and *Do you think topics like the ones of the project*

should be addressed in English classes? The results gathered through these two questions are the

following ones.

Figure 1

Topics of the pedagogical project.

```
                              ┌──────────────────────┐
                              │       Topics         │
                              └──────────────────────┘
                               /                    \
        ┌─────────────────────────┐      ┌──────────────────────────────┐
        │  What students learned: │      │ Reasons for these topics     │
        └─────────────────────────┘      │ being addressed in classes:  │
         /              |                 │ - Soft topic.                │
                                          │ - Importance to talk about   │
                                          │ and information.             │
                                          │ - Improve your knowledge.    │
                                          │ - How to treat people.       │
                                          │ - Vocabulary and             │
                                          │ consciousness.               │
                                          │ - To learn have a debate.    │
                                          │ - Even more topics.          │
                                          └──────────────────────────────┘
```

Afro-descendent
community:
- Racism is not so
strong nowadays.
- Microracism
concept.
- Statistics.
- Current racism in
Colombia.
- Afro-descendent
communities in

Peasant people:
- Food sovereignty
concept.
- Important but
underestimated
people.

Aspects in common:
Important but overlooked people.
People who discriminate and people who do not.
Laborious people.
Culture.
Acceptance of differences.

Taking into consideration what students learned after the implementation of this work,

varied aspects were the ones the students involved answered to have learned. First, looking at the

aspects they learned regarding the Afro-descendent community it was remarkable the amount of

knowledge they gathered through this experience. Aspects such as the new concept of

microracism for them, some of them saying they did not know what was that; Afro-descendent

communities in Colombia; and the current racism in Colombia were presented in students' answers. For instance, one student responded:

> I have heard before that colombia is a racist country but no lo habia interiorizado to that moment … it is really important to learn those things because if you accept that Colombia is a racist country, because we are, it's the first step to change (student 6, interview, February 03, 2021).

This denotes the discovery for this student that racism is still present in the Colombian society thanks to the interviews the students carried out. However, few students argued that despite racism being present nowadays, it is not as strong as it was in the past. For example, one student when asking about what this student learned said: "… maybe racism today is not as strong as it was in the 20th century, it still remains some racist talks in the people …" (student 1, interview, February 03, 2021).

Secondly, when taking into account the aspects students involved in this work learned related to the peasant people of Colombia, food sovereignty and the importance of these people for the society were the more remarkable ones. For instance, considering the importance of the peasant people, one student claimed that they are very important but are underestimated by other people, and this student highlighted the importance this population of people have especially in the field and for the aliments people consume (student 7, interview, February 03, 2021). Considering food sovereignty, any of them knew the existence and meaning of this concept. When this concept was presented in class and asked if they knew what it was about, all the learners agreed in not having any idea of what this was. However, after the short presentation of the concept by the practitioner in charge of this project, the students got a significance in their minds about it. Despite it not being stated in the table, one student responded not having learned

anything new since this student lives in the countryside (student 9, interview, February 03, 2021). Nevertheless, the way in which this student expressed about the topic such as in the podcast or class discussion allows one to perceive the critical thinking this young person has.

Aspects in common the students have learned regarding the two big topics of the project are the importance of these groups of people for society, the changing of society, and the strength and the culture of Afro-descendent and peasant people. Moreover, some of the students remark the importance of acceptance of people for living in a society. For example, one student when asked about it said: "… show the kids that people is the same and have the same rights and just because we are a little bit different it doesn't mean that we have to discriminate each other" (student 1, interview, February 03, 2021). Another student pointed out that: "… if we change our perceptions about them we will realize how important they are" (student 4, interview, February 03, 2021) referring to both populations seen in classes and the importance of changing the preconceptions about these communities. As reflecting about the first topic, Afro-descendent community, one student expressed that despite living in a racist society, there are people who get involved in supporting this community. In this sense, the already mentioned student responded that: "nowadays there are many people that are racist in our century and that's a problem but I learnt that there are too other many people that think and defend the people's rights now that racism is too bad" (student 7, interview, February 03, 2021).

Considering the students' answers when asked if these topics should be addressed in English classes, all of them agreed to have these topics in the curriculum of the classes. Following this, some reasons and ideas the students gave for the need of talking about these topics were the importance of these ones, to improve their knowledge, to know how to treat people and not be offensive, to have vocabulary and consciousness, to learn how to have a

debate, among others. For example, one student answered that: "it would be a good idea to address these topics in english classes because the students could practice like how to speak, how to have a debate or a discussion about a topic, it would be a good exercise" (student 9, interview, February 03, 2021), pointing out that benefits of integrating these topics might be in academic and social terms. Besides, the importance of knowing about these communities helps create consciousness on the problems these communities have. In this light, another student responded that: "… the racism, was centuries ago, those things don't happen now, and you can't just say that because a lot of people who are Afro-Colombian suffer all those things and you are denying all these things …" (student 6, interview, February 03, 2021). In addition to this, it is important to highlight that two students mentioned these topics should be addressed carefully without imposing them to the learners.

2.3.2.2 Community interaction. Because this pedagogical project was guided by the knowledge of the Community-Based Pedagogy, two questions evaluating the interaction students had with their near communities, family and friends, were stated in the interview. The questions were: *How did the interaction with your community help you in the creation of the podcasts?* and *Did the interaction with the community help you to enrich your knowledge and understanding of the topics? In what way?* The data collected after asking these questions is stated below.

Figure 2

Community interaction

Help through the interaction with the community
- Getting people's answers and points of views. - Knowing new experiences from the parents. - Knowing stories from the field. - Knowing more about the topics. - Understanding the identity of the town. - Ideas.

Considering the answers students gave when being asked about these questions related to this kind of interaction, it is remarkable that the overwhelming majority of them think it was useful looking at a different set for knowledge. Just one student stated in the interviews not having improved the knowledge by interacting with the near community; only learned a few aspects from the interviews for the first podcast (student 9, interview, February 03, 2021). Nonetheless, the rest of the students highlighted important features they learned throughout the process of asking for specific topics to their friends and family members. Some of the aspects are the points of view other people might bring to them, the stories and experiences they collected for the second podcast that they did not know, the identity and beliefs of the town where their parents lived or live, and to get more ideas about the topic they were working on. In this light, one student expressed how helpful it was to know different perspectives from other people in relation to the topics. This student stated: "… everyone thinks different that's a fact but interesting to contrast those points of view and just get a conclusion" (student 1, interview, February 03, 2021). Benefits of the process of interacting and inquiring with people apart from the classroom helped them in adding more information to their minds regarding the topics.

Information such as perceptions of people about racism and stories from the countryside are some of the ones students gained during this process. Related to the identity another student pointed out that "… every town has a known identity and it is important to the people of the towns to protect that identity" (student 10, interview, February 03, 2021). Some of the students involved also explained the learning was not only in vocabulary, but also as it was presented in awareness of social communities.

2.3.2.3 Oral production. Since one of the aims of this pedagogical project was oriented to analyzing if the implementation of podcasting boosted the students' oral production, one question with the purpose of knowing the students' opinions regarding this factor was added to the interview. The question was: *Do you think/feel that podcasting helped you in your oral production in English? If it did, how? If it did not, Why?* The answers collected in this part are shown in the following pie chart and explained below.

Figure 3

Oral production
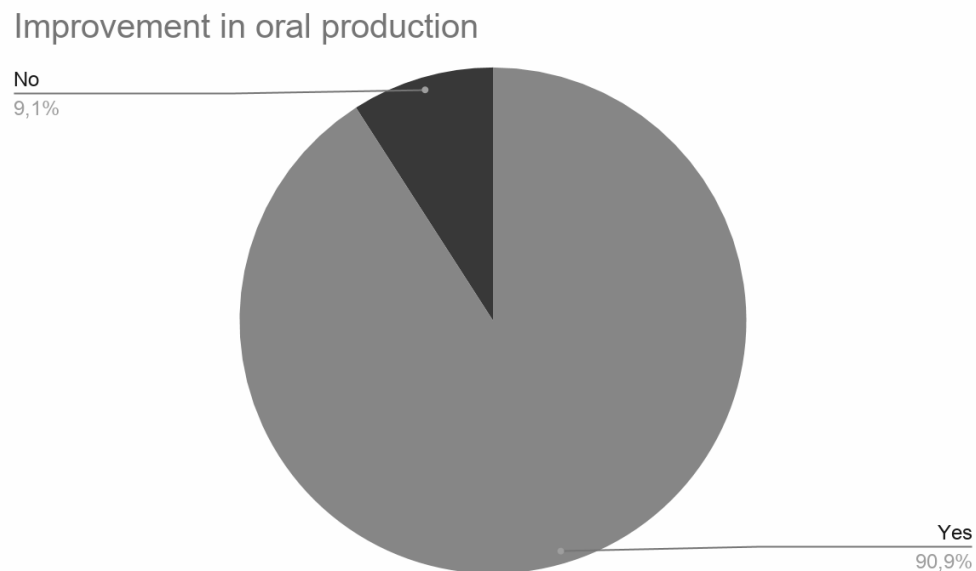
A big majority of the respondents, ten of eleven (90,9%), of this interview agreed that the

implementation of podcasting improved their oral production due to different aspects. The

aspects students highlighted were practicing their pronunciation, organizing their speech, making

the speech interesting, and giving feedback to themselves. The practice of their speaking and

pronunciation was the aspect students remarked the most. They said they needed to practice the

pronunciation of certain words and making recordings various times in order to produce good

content in terms of speaking. For instance, one student said that:

> I used to hear my records again and again and I did a lot of records and I didn't know
>
> how I speak in English and that helped me to know how to say better words and express
>
> more easily in records of voice, in oral productions as well (student 8, interview,
>
> February 03, 2021).

This previous response exemplifies the process that some students involved in the project did in relation to the enhancement of their oral production, how listening to themselves helped them in finding how they speak in English.

Following this aspect, another student remarked that even when having a script, pronunciation of what is written plays an important role. This student said that: "… when I was reading it (the script) I had some issues trying to read it so I had to practice over and over so I feel make it good" (student 9, interview, February 03, 2021). Moreover, one student remarked on the organization of the speech and how significant it is for improving the way of speaking in the foreign language. For instance, this student pointed out that: "… because after all it is a podcast and you not only have to tell a good story but you also have to tell it the way it interests the audience" (student 4, interview, February 03, 2021).

However, one student responded "no" to this question as it is noticeable in the pie chart. This was due to the fact of the fast recording of the parts to conform the podcasts which implied not paying attention to the pronunciation. This student clarified that despite not boosting the oral production in English, it was an enjoyable activity, according to the student. What is more, this student showed enough level of language proficiency according to the level this student was at.

2.3.2.4 Perceptions of the project. One valuable point the author in charge of the work wanted to know was the perceptions students had about the implementation of the pedagogical project and how the process went for them since the learners' thoughts regarding this part are essential. Two questions aimed to expose these perceptions in the interview. *How did you feel making the podcasts?* and *What was the part you liked the most about this project? Why?* were the two corresponding questions for discovering what the students thought of the work. The results obtained from the two previously mentioned questions are presented below.

Figure 4

Students' perceptions of the project

Students' perceptions	
Making the podcasts: - Something interesting. - Good/new experience. - An experience. - Inspired. - Important topics. - Boring.	Favourite parts of making the podcasts: - Edition. - Recording. - Listening to family stories. - Environment of classes. - Topics of the podcasts. - None.

Considering the first part of the results related to the feelings they experience when making the podcasts, the big majority of the students had positive responses for it. The adjective which showed more responses after the coding of all the students' answers was interesting. When the students described the experience as interesting, features such as the recording of the voice, the information gathered through this process, and the state of being something new for them were some of the answers. "… Our homework was basically doing a podcast, doing video,

and get our stuff, our space for us to express, and not only that but also to improve our English

skills" (student 4, interview, February 03, 2021) was one comment of one student who remarked

the importance of the implementation of this resource, the podcast. Similarly, some students

categorized this implementation of podcasting into the teaching as a good or new experience.

One of the responses from the students supporting the previously mentioned is: "It's something

new so I had like this will to do things because I have never done this before" (student 6,

interview, February 03, 2021) for stating the new state of the project; however, this student

claimed that the podcasting was a little hard as some of the other learners clarified this aspect, as

well. The importance of the topics represented another relevant aspect for describing the project.

Considering this, one student said feeling "inspired" due to the topics presented which were the

contents of the audio documentations. This student pointed out the following: "I wanted to bring

more information that was asked and researched more a lot about those topics" (student 8,

interview, February 03, 2021) for the topics being so important actually for this student. Apart

from all the positive adjectives students gave the project, one of the learners said the project was

boring due to the virtuality and remote learning. It is somewhat understandable that being for so

long at home and having classes limits in some way the management of the activities.

Next in line, the answers taking into account the favourite parts of the pedagogical

project students highlighted are equally essential for this paper. The part who the majority of the

learners interviewed classified as the best was the recording part due to the practice and effort

they had to make in order to produce well-done podcasts. In the explanations students involved

in the project gave were demonstrated the helpful part of doing podcasts regarding the practice

for pronunciation and the improvement it caused in the oral production. Another part of the

project considered important was the editing phase of it. Arguments supporting this part

according to the students are the feedback they gave to themselves and the part of learning how

to do a new thing. For the last part, one student reflected on this:

> … It was editing the video, because I didn't know how to edit videos but I learnt, so it
>
> was like a new thing to do to me and I learnt I think I did it really well so I'm proud of
>
> what I did (student 6, interview, February 03, 2021).

In that answer the student was expressing the willingness to learn something new.

Another valuable part from the implementation of the project two students remarked was the

listening to the family stories regarding the life in the countryside they needed for the making of

the second podcast. For instance, one student said that: "… I live in the field, but I never heard

all the things that this podcast learned … was a good experience to know my environment and to

know all the things about life in the field …" (student 3, interview, February 03, 2021). The

environment of the classes taken throughout the whole project was another part one student felt

as the most important. Another student believed the best part was the work with new and

different topics: "To work in a different kind of activities" (student 11, interview, February 03,

2021). One student did not like the project as stated previously in this part of the students'

perceptions due to the virtual environment as a pandemic restricted the presencial work.

2.3.2.5 Teamwork. A last category resulting after the classification of the questions carried out through the interviews made to the students participating in this pedagogical project was teamwork. The 11 students participating in this work were divided into 3 groups for them to make the process of doing podcasts easier since this process is quite complex taking into account the writing of the script, the recording, and the editing of them. One question from this data collection instrument aimed to find the learners' thoughts on working with their classmates for the process of making the podcasts. The question was: *What are your thoughts about working in a group to complete the tasks? Did all of you get along? Did you have problems?* The answers given by the students are presented next.

Figure 5

Students' answers about teamwork

Teamwork
- The first podcast difficult, the second one easier - The student prefered to work alone - Everyone worked - Everyone worked alone and then all shared - Good: different points of view - Difficult being at home

In this part of the interviews the answers students gave varied from the work in groups they did. Some students expressed that for the making of the first podcast it was difficult since there were no clear agreements and people got bored and everything was left for the end when they had to upload the podcasts to the YouTube channel; however, for the second podcast students felt it was easier. Two students said that they prefer working alone due to its way of

working. For example, one of them responded: "... my way to do the things is not always a group" (student 1, interview, February 03, 2021). One student pointed out in the interview that the group did not have problems working since all of them worked alone and at the end they shared what they had done for the editing phase. Having different points of view due to this modality of working was an aspect one student stated. Another student expressed the difficulty of doing this work in groups due to the fact that everyone is at home and the only way to communicate and do the work is via messages. Nevertheless, the three groups presented their podcasts.

After having done a clear presentation of the results which were gathered through three data collection instruments such as the grid from the Common European Framework of Reference and adapted to this work, the field notes taken after each class was finished by the person in charge of the pedagogical project, and the interview applied to the students after the implementation of the project was finished, the results obtained with the last instrument which was the students' reflective journals need to be presented. It is necessary to state here that the students were asked to make and send their corresponding student's reflective journals only in the first part of this project regarding the topic of Afro-descendent people and racism. For the second part the learners did not need to send the other student's journals since in the interview one question aiming to know what the students had learned about both topics took place. The already mentioned question was: *What did you learn about Afro-descendant and peasant people while making the podcasts?* and it belongs to the first category of the interview. Following this, each student sent their individual journal despite the teamwork. Nonetheless, not all the students participating in the project did the journals since only five of eleven sent this homework. The compilation of these results is presented below.

2.3.3 Results from the students' reflective journals

The last instrument to be presented in this paper is the students' reflective journals. The students participating in this project were asked to send the reflective journal after they had uploaded their first podcasts. Two guiding questions were given to the students in order to make this little task easier for the students to present it. The two questions were: *What new things did you learn throughout this experience?* and *Did the topic provided by the teacher make you change your point of view?* which reminded the students of the elements used in classes such as the readings, videos, the discussions and the knowledge from the community regarding the interviews they made. Students had freedom when doing this task since they could use any format such as word documents, slides, using pictures or not, and with no word limits. As it is seen in one part of the reflective journal of one student (See appendix B), this student used slides with pictures related to the topic. The most valuable aspects the five students, who sent the reflective journals, highlighted taking into account the first classes where the topic of racism was displayed and discussed are set in this paper. The aspects are divided into some categories in order to organize the information better. These categories are: the process, teamwork, learning, and the help in terms of learning and awareness provided by this project.

First of all, considering the process which represented something brand new for the students, two students referred to this part. The first student stated in the reflective journal not having done a podcast before but heard some on the internet. For instance, this student wrote in the writing: "I have never made any podcast; I used to hear some of them, but I have never been in charge of do it" (reflective journal, student 11, December 20, 2020). In this part it is seen the feature of being the first time the student was encountered with a project of this type. Besides, as it was presented in the results of the interview where students stated that the first podcast was a

little difficult, one student in the reflective journal wrote something referring to this, as well. "The recording was a little easier, however the editing of the podcast was a little complicated, due to different technical failures, in the end as always things went well and we were able to deliver our podcast on time" (reflective journal, student 6, December 21, 2020) was found in the reflection this student made. In addition to this, the lack of knowledge in this topic by the side of the students was stated in another student's reflective journal. In this sense, this student only knew about the Black Lives Matter movement because of the social media and the issues happening in the United States. "When I started the podcast project I only knew about the "Black Lives Matter" movement through the social networks, and everything I read was always oriented to the situations that occur daily in the United states …" (reflective journal, student 6, December 21, 2020) was written in the reflective journal of this student. In this light, no matter the newest of the project and the lack of knowledge students had, they were willing to cooperate with the activities of this project. As it was perceived according to the journal of one student, it was not a preferable topic for this student but liked to work on it. In this way, the student stated in the reflection: "I looked for accurate information, statistics, numbers, videos and news specially I read a lot of documents from internet related to the topic, sometimes news, videos on YouTube and some official websites from Colombia's government" (reflective journal, student 11, December 20, 2020).

Second, considering the process of working in groups for carrying out the making of the podcast, teamwork was another category that appeared after looking at the students' reflections written in their journals. In this sense, one student expressed that it was difficult to work due to two reasons: different personalities people in the group had and the pandemic situation, but they did it. This student said that: "… so in some way it was a kind of hard to work in that position.

Anyway, we did it!" (reflective journal, student 11, December 20, 2020) referring to the already mentioned aspects. Similarly, another student wrote in the reflective journal a little insight about the process of working in groups. She wrote: "The learning process is different for everyone, so doing the podcast in a group of 4 people was not easy at all, as there were many problems from the beginning …" (reflective journal, student 6, December 21, 2020) referring to the different points of view each one in the group had.

The learning the participants in this process got from it was another remarkable category students wrote the most about. For example, one student had a little bit of knowledge about issues of racism in Colombia but with the activities developed throughout the project enriched the perspective about it. In the reflective journal of this student it was expressed that: "… the research and activities we had to do helped expand a bit the perspective, and helped me form an opinion on the matter" (reflective journal, student 5, December 21, 2020). Also, the same student did not know the use of the word peasant as to refer to the people from the countryside. Finally, this student stated in the reflection that "it was a nice class to attend!" (reflective journal, student 5, December 21, 2020). Also, learning that racism remains still in the current times was another aspect one student learned. This student stated that racism is still present in the current times and that racism might be present as microracisms. "I also learned that racism not only is represented by visible hate, but also by little beliefs and more ideas that could be seen as not relevant ones, but they are part of a very dangerous thinking" (reflective journal, student 10, December 21, 2020) was found in the writing of this student's reflective journal. Similarly, another student presented not knowing the ways in which racism is present these days leading to feelings of empathy towards this community. The student stated that: "… how black people feels about it and how difficult their lives are, it makes me more empathic about this topic" (reflective journal,

student 2, December 22, 2020). According to those answers, this project was useful for raising an awareness about racism in some of the students as the reader might perceive the parts taken from the students' reflective journals. As an example, a part taken from the reflective journal of one student is: "… however when I started this project and reflected on the different readings, videos and class discussions, I realized that the problems of racism were not so far away from me or from my country" (reflective journal, student 6, December 21, 2020). Regarding if students changed or not the point of view they had after looking at this topic, one student expressed not changing the point of view but being careful about this issue in the near future. For instance, the student wrote: "It didn't make my point of view change because we have the same point of view, however, it made my knowledge of this topic richer, and how I was racist sometimes without know it" (reflective journal, student 2, December 22, 2020). Similarly, few students stated that they did not change the point of view but learn new aspects.

A last category which resulted from the results obtained after collecting the reflective journals the students sent was the help obtained through this implementation. Two students stated in their writing tasks that the project helped them in creating awareness about Afro-descendent people. For example, one student wrote that: "I felt like, this topic helps us to understand the differences and the culture of the Afro colombians" (reflective journal, student 11, December 20, 2020), developing this sense of consciousness. Furthermore, one of the students who sent the journal presented at the end of it the learning in terms of teamwork and results from the interviews they carried out. This student wrote: "… despite the different problems and discussions that may arise, one must always seek to move forward and put differences aside …" and continued later:

… and most importantly when carrying out the research and interviews I realised that

despite the fact that people know what racism is and do not agree with what it represents

they refuse to accept that they live in a country that has racist behavior and that the

people around them have attitudes and mindsets that descend from racism (reflective

journal, student 6, December 21, 2020).

A last quote deserving to be set in this paper is one that represents how one student felt

after the implementation of the project. "I'm feeling like a better person knowing all of this and

be more aware of this social problem that affects everywhere" (reflective journal, student 2,

December 22, 2020).

Since results gathered through the data collection instruments was done looking at the

grid taken from the Common European Framework of Reference and adapted in some criteria

along with some practitioner's field notes, the interviews, and the students' reflective journals,

the experience the person in charge of this degree work in the modality of teaching practice had

after doing the implementation of this pedagogical project will be presented. This reflection of

the experience is taken from the observations and the field notes, as well in this part, the

practitioner made throughout the process of carrying out this work.

When the classes for the implementation started, there was a little nervousness and

excitement due to the outcomes there were going to result not only in terms of the podcast as a

digital resource, but also in terms of how the students were going to handle the topics in the class

discussions prepared. At the beginning students were shy as it is something expected, but one

positive aspect found in them was that despite not all of them having the same fluency and

pronunciation of the language, some of them tried to make themselves understood in respect of

what they were saying. One thing which occurred specifically in the second class of the project

was that one student that had not talked before took the word during the discussion of that class.

And from that moment on the student started participating in the activities despite this student

did not have quite fluency. In the third week, the students started to work on their podcasts and

the finishing of their scripts in assigned breakout rooms. A surprising fact about this was that

when the person in charge of the project joined each one of the three groups they all were talking

about the topic of racism and debating around the concept of microracisms. In this part, some of

them were talking in Spanish but it is not something considered wrong taking into account the

kind of topic that was presented.

As the first topic was completed, the project moved onto the second topic: peasant

people. In the first class for this topic, a reading presenting characteristics which define what a

peasant is was presented during the class for starting to construct in students' minds a concept of

this community letting aside the prejudices, if any. In relation to how the students were working

in their groups, one group did a little research to gather more information about the topic and

subtopics they wanted to talk about racism which was surprising for the practitioner. In the next

class, students needed to have asked their family members for one story regarding life in the

countryside they wanted to share with the class. In this part just three of the eleven students

belonging to this Intermediate English course told the stories to the class. In this sense, the

practitioner in charge of the project reminded the students about the percentages that assignments

and the two podcasts had in order to highlight the importance of doing the tasks pertinent for this

work. A video from a youtuber peasant family was played in that same class and some students

commented on it reflecting empathy about it. As the topic of peasant people with its

corresponding discussions and readings took place, the learners continued working in some

moments of the class and out of the classes via messages with their partners in the production of

the first podcasts. Everything was going well despite the results that were presented through the gathering of data from the interviews and the reflective journals in terms of teamwork. All the groups presented the podcasts right when the Christmas holidays started. Two of the three groups uploaded the podcasts to the YouTube channel that had been created with a completely new account days before by one student. Students really did a good job with this task. However, the other group uploaded the podcast to the drive of the account with which the YouTube channel was created and they did not notify the practitioner until the academic comeback in January.

After the Christmas holidays, in 2021, just two classes were left to finish the implementation of the pedagogical project with the course. In the first class of the year, the topics of food sovereignty and values of peasant people were presented to the students in order to give them material when they needed to analyze the stories they were going to tell in the last podcasts. In that same class, the order the final podcast would have was told to the students being aware everything was clear for them. In this podcast, the students did not need to do research more than just asking for the story to share in the podcasts and analyze it briefly, and finally get a conclusion about the peasant people. The last class of the project had three different moments. The first one was the students creating their own concept of what a peasant person is according to all the aspects presented during this part. Next, students looked for songs which the main topic was the peasant community to observe how the author of the song was referencing them in the record. And the last part of the last class was the students working in their podcasts. The students showed more organization this time. The person in charge of this work joined each group to see their work and give them feedback and solved doubts if there were any.

Some aspects are pointed out by the part of the practitioner in charge of this pedagogical project. First of all, the majority of the students involved in the work were shy and reluctant to

talk as classes went by. The practitioner had to call out names in order to make them speak if the

usual voices had or had not talked. Second, it was a little complicated to implement the project

since the world is passing through a health emergency due to the pandemic of covid 19.

However, it is needed to be stated that the complications might not just be complicated for this

work. Also, the short time for a project such as the one informed in this paper was another aspect

that was moderately complicated for the development of it.

However, some positive aspects valuable enough to point up are the results reflected in

the podcasts the students made and the knowledge the majority of the students got after the

implementation. The development of the topics presented in the podcasts, the features of those

ones such as the images and videos students added to them, and the organization of the content

and the time each student used to express their own point of view were some remarkable aspects

that represent the hard work students put in the tasks. In addition to those aspects, the knowledge

students got and the awareness and consciousness students reflected in the interviews and the

reflective journals are other features that left the feeling of having done well in the presentation

of those topics in an English class.

2.4 Discussion

After having presented the results obtained through the gathering of data during and after

the implementation of the pedagogical project, a discussion based on those results is to be

presented. The present discussion would be around the benefits of podcasting and Community-

Based Pedagogy in the Intermediate English course.

Considering the benefits of making the podcasts this implementation brought, it is

pertinent to state that through the process of doing these digital media tasks the overwhelming

majority of the students said they improved their oral production in different ways according to the answers from the students' interview. Some students pointed out the practice of speaking, others the pronunciation of some words, the organization of the speech in order to make it intelligible for others, and the feedback given to themselves when listening to the audios were some of the features students highlighted as the ones helping them to boost the oral production. In this sense, in Al Qasim & Al Fadda's (2013) study, the results were some way in line with the ones of this project. In the previously mentioned study, the people involved while practicing and recording for the chapters "… were took great care over their pronunciation and intonation; thus, they often recorded and re-recorded to ensure that they did not make mistakes …" (p. 38). Nonetheless, for the students creating a podcast was a matter completely new since some of them stated in their reflective journals and the interviews that it was the first time they were going to do such a project. Despite the fact that people think young people are good at everything that has to do with technology, this project helped to understand that it is not always true. In this light, looking at Phillips' (2017) study, his findings ratified that several digital people have skills at the time of absorbing the technological content despite not being capable of producing that kind of content. Besides enhancing the oral production of the students in general, it helped practice the students who did not participate actively in the lessons. Despite the fact some students barely responded to the questions and discussions planned for the classes, all of them needed to speak in the podcasts and for that they practiced while recording their corresponding parts. These results were also found in Phillips' (2017) study which presented that the use of podcasts is appropriate for learners who are in silence during the class since it allows them to work as they are able to do it in their own way without stressing.

Going back to the grids taken from the Common European Framework of Reference and looking at the results in general of the two podcasts for the first four criteria, it is demonstrated that there was an improvement in the oral production by the students. For the first criterion, *range*, students complemented vocabulary according to the topics they were talking about. For instance, group 1 used words in their podcast such as *gobbling up*, *rattling*, and the like. Looking at the criterion of *accuracy* the students improved in some way the structures of the sentences taking into account the feedback the person in charge of the work made to the drafts of the scripts. *Fluency* and *coherence* were the other criteria in which the students showed in general an improvement when listening to the podcasts. Despite the students making some mistakes in some parts of the audios, one is able to understand the ideas that the speaker was trying to express. Moreover, the students presented more fluidity in regards to the topics they were discussing as they seemed to be more comfortable with their speech. In addition to the already presented results, in the interviews the students highlighted in great part the practice when making the podcasts. As one example, one student stated that: "you can practice like your speaking skills and you also listen the things that you are saying all the time and you can like oh! I have a mistake in there …" (student 6, interview, February 03, 2021). These results go in line with the ones of Al Qasim & Al Fadda (2013), Phillips (2017), and Aristizabal (2009) which presented in their results the improvement in the learning skills such as speaking skills due to the use of the podcasts.

Teamwork was quite a particular matter in the results of the implemented project since one part from the participants of this work remarked the difficulties of making the audio recordings in groups. Some students blamed the remote learning the education is in, and some others expressed the complications for getting an agreement on the topics and subtopics. What is

more, some of the learners lose interest due to the previous mentioned factors and work just at

the end when the time for the uploading was coming, one student said. These results contradict

the study of Al Qasim & Al Fadda (2013) when they presented that the teamwork and the sense

of cooperation were benefits of writing for podcasting. The complications of working in groups

might be due to the aspects students mentioned.

       Looking at the interaction the learners did regarding the interviews they needed to carry

out and the stories they collected through the process of inquiring their family members to get

stories of life in the countryside, the majority of the students pointed out positive aspects. From

getting new points of perspective and ideas for complementing the knowledge they already had

or for getting new knowledge, to getting to know a part of the culture certain people have were

some of the remarkable features the students presented. As Rivera's (2018) study highlighted in

the results, "… learning was reinforced through social interaction, which had a positive effect

while exchanging meaningful experiences" (pp. 136-137). Apart from the interaction students

had with their near communities, videos, readings, and discussions promoted by the person in

charge of this project were present in classes. These pedagogical materials in line with the topics

helped the learners knowing new concepts and cultures of different people. In this sense, Bolaños

et. al's (2018) study similarly observed that the considerations serve as valuable tools to enhance

critical reasoning in the students. These interactions along with the discussions taken during the

classes allowed students to raise their critical thinking a little as it was presented in the

interviews and the students' reflective journals. Finally, some students highlighted aspects such

as being more empathetic with those communities, being careful when related to these topics,

and even one student stated becoming a supporter of the afro-descendent community. In this

sense, conclusions made by Hernández and Gutiérrez's (2020) study were that when interacting

with the people surrounding the learners it contributed to improve knowledge and as in their words "… and to reflect upon how they and their actions could support improvement or, at least, generate awareness" (p. 121).

3. Conclusions

The present pedagogical project for the modality of teaching practice as the degree work, was implemented in an Intermediate English course during a period of eight non-consecutive weeks. This project aimed at finding if the implementation of the use of the digital media resource the podcasting along with the knowledge and benefits of the Community-Based Pedagogy taking into account topics as the Afro-descendent community and peasant people provides any improvements in the speech of the students and knowledge from the communities surrounding them. More precisely, the present project being reported had two objectives which guided the planning and implementation of the activities. The two guiding objectives were: *To implement podcasting as a digital media source to enhance oral production in an Intermediate English course at UIS*, and *To explore topics about students' communities (family and friends community) through a Community-Based Pedagogy framework in an Intermediate English course at UIS*. Before planning the activities to be developed throughout the work, a revision of the literature on the topics of ICT, podcasting, and Community-Based Pedagogy was done in order to gather enough information. Conclusions based on the two previously mentioned objectives are going to be presented for a better organization of the information collected.

Considering the first objective this project had, conclusions on if either an enhancement on the oral production of the students was reached or not are presented in this paragraph. Taking into account the grids for grading the students' tasks, to be specific the podcasts, it did not show a great increment in the results after making the recordings. However, the learners expressed their ideas in a better and organized way although making mistakes in the pronunciation and the structuring of sentences. These conclusions are made by the person in charge of this project after listening to the podcasts. Apart from that, when asking the students if they think the process of making the podcasts helped them in their oral production, ten from eleven students answered yes, despite a few of them with doubt. These conclusions are similar to the results of Phillips' (2017) study which presented that the people involved took the podcasts that were produced by the same students as a productive material for learning. Aspects of improvement that students mentioned are organizing the speech, looking for pronunciation of words, practicing while recording, and listening to their own recordings and giving feedback to themselves. According to Korucu-kis & Sanal's (2020) study, "Providing learners with flexible, dynamic and social learning opportunities, technology is a promising venue where learners can continue practicing English outside of formal classrooms" (p. 639). In this sense, when recording outside the classes for the podcasts students needed to upload to the YouTube channel they were practicing skills from their oral production.

Taking the second objective which was to explore the communities near the students, in this case the friends and family members, conclusions are bigger in this sense. Students needed to carry out interviews to the people near them to find perspectives and points of view related to Afro-descendent people and racism for the first podcast. In addition to that, looking for stories about the life in the field of their family members in diverse aspects was the interaction students had for the making of the second podcast. After doing all of this, some learners showed through the interviews

and reflectives journals having learned new aspects from those communities and getting new perspectives to add to what they already knew. Besides, some students involved in the project showed to have gained some sort of awareness of the topics for the ones who did not know all the current situation with racism or the peasant people's stories and beliefs, as some examples. The previously mentioned was reflected in the data collection instruments and the way the students expressed themselves in their podcasts when giving opinions and making conclusions about the topics. This learning of new aspects goes in line with studies such as the ones from Contreras & Chapetón (2016) and Rincón & Clavijo (2016). For instance, it is supported in the study of Rincón & Clavijo (2016) where they affirmed that researching different issues through examining the community contributed with foundations to boost criticity about the function the students have with the community. In this part, one student highlighted that after looking at the topic of Afro-descendent people and inquiring about the community about racism and microracisms the student will support this community.

Apart from the conclusions obtained for the two objectives guiding this pedagogical project, elements to consider such as the critical thinking presented by the students during some class discussions and the enjoyment of the topics are important to state in the conclusions. Since readings and videos were discussed immediately after in each class, the few students who answered and participated in them expressed ideas and opinions with empathy and respect for the others. This went in the same line of the study of Bolaños et. al (2018) where the results stated "… that when teachers open spaces of reasoning while teaching, students think for themselves and gain a better understanding of their social reality" (p. 276). Furthermore, all the students responded in the interviews that these kinds of topics could be addressed in English classes for all the learners to learn new vocabulary, get new information, and enrich their consciousness about these social

issues. Nevertheless, as the students needed to work in groups for the completion of the tasks, this aspect had varied responses from the learners when they responded to the interview. Different points of view and perspectives inside the groups was a factor that some students highlighted as a good way to have enough and varied information, and some other students described this as having different sides of seeing the topics but not reaching an agreement for all to cooperate with the project. In this part, Al Qasim & Al Fadda (2013) presented that the environment prescribed teamwork skills and a sense of community in the participants resulting in appreciating the task, which was something not completely reached in this project.

After presenting the results obtained after gathering the data with the help of the data collection instruments, discussing these results, and stating some conclusions according to them, some contributions this pedagogical project might provide are presented here. First of all, in the field of the second or foreign language learning this project serves as a different, funny, and attractive way to teach new vocabulary. What is more, in the process of making the podcasts, specifically in the part of the recording and the editing of them, the students would practice many times in order to present a good job. Also, when editing the podcasts learners would listen to the recordings and this serves as a pedagogical strategy for paying attention to the parts learners need to improve their oral production.

Another contribution this work presents for the field of education in general is the way in which the community contributes to improving the knowledge of the learners. It is important to get out of the conventions of the traditional way to teach in which just the valuable aspects to be learned are the ones presented in the classrooms. As it might be perceived by the reader, the students who participated in the already implemented project not only got information from the materials the person in charge of this work presented during the classes, but also learned new

things when asking other people as their friends and family members and this is supported by many authors. As this is a social world, students need to have a complete education where they learn what might be taught just inside the classrooms as well as the role as citizens where they have to be aware of the issues surrounding them and to contribute in some way to their communities.

4. Recommendations

After implementing the use of podcasting into an Intermediate English course at UIS, along with the benefits of Community-Based Pedagogy, some recommendations are needed to be stated here. First of all, the time. Since making a podcast is a process which requires time, doing a project as the one being reported in here requires more time for enhancing the students' oral production in an extensive way and for letting students more time to complete the process calmly. It is necessary to give more than one lesson of it one day per week. Second, guidance for making the podcasts needs equal time than for teaching the subject contents. The students need enough time of teaching on making a task such as the reported one and enough time of the teacher in charge giving feedback to the learners about their process. However, recommendations related to positive aspects are stated as well. In this sense, the importance of these tasks and the knowledge obtained by the community are the aspects highlighted by the person in charge of this pedagogical project. As students told in the interviews, a project in which students have to practice speaking and recording and listening to themselves helps in some way the students get awareness on the aspects they need to improve regarding their speaking skills. In addition to this, the person in charge of this work points out the use of the integration of the community into the lectures inside the

classrooms. As other works have remarked, it helps the students to get motivated in their process of education and to be aware of the outside world.

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Appendices

Appendix A - Students Interview

Escuela de Idiomas
Licenciatura en Lenguas Extranjeras con Énfasis en Inglés
Intermediate English

Students' interview

1- How did you feel making the podcasts?

2- What did you learn about afro-descendant and peasant people while making the podcasts?

3- How did the interaction with your community help you in the creation of the podcasts?

4- Did the interaction with the community help you to enrich your knowledge and understanding of the topics? In what way?

5- Do you think/feel that podcasting helped you in your oral production in English? If it did, how? If it did not, Why?

6- What are your thoughts about working in a group to complete the tasks? Did all of you get along? Did you have problems?

7- Do you think topics like the ones of the project should be addressed in English classes?

8- What was the part you liked the most about this project? Why?

Appendix B - Student's reflective journal

It didn't make my point of view change because we have the same point of view, however, it made my knowledge of this topic richer, and how I was racist sometimes without know it.

This project it was helpful and interesting, now I'm feeling like a better person knowing all of this and be more aware of this social problem that affects everywhere.