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About the Journal

Founded in 2013, the Journal of Teacher Action Research (ISSN: 2332-2233) is a peer-reviewed online journal indexed with EBSCO that seeks practical research that can be implemented in Pre-Kindergarten through Post-Secondary classrooms. The primary function of this journal is to provide classroom teachers and researchers a means for sharing classroom practices.

The journal accepts articles for peer-review that describe classroom practice which positively impacts student learning. We define teacher action research as teachers (at all levels) studying their practice and/or their students' learning in a methodical way in order to inform classroom practice. Articles submitted to the journal should demonstrate an action research focus with intent to improve the author's practice.

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USING PODCASTS AS A MEANS TO INCREASE SECONDARY ENGLISH LANGUAGE LEARNERS' MOTIVATION TO CONVERSE IN THE TARGET LANGUAGE

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Abstract This article reports on an action research project conducted in the Netherlands that encourages English language learners to converse in the target language thus increasing oral fluency. The data collection revealed that students, aged 17–19, were lacking an appropriate motive to use English which, in turn, impeded their ability to speak fluently. Based on initial data collection and literature review, it was concluded that students would benefit from an intervention activity that was authentic, interactive, and learner-centred. The designed intervention activity assisted students in the development and production of movie review podcasts and placed communicative skills and oral fluency at the forefront. The intervention activity was then evaluated using teacher interviews, student focus group interviews and a student questionnaire. The results showed that the intervention activity was successful in eliciting spontaneous speech from students while consequently increasing oral fluency. Moreover, students felt self-determined and motivated due to their increased level of autonomy.

Keywords: teacher action research, English as a foreign language, conversation skills, oral fluency, communicative language teaching, motivation, podcasts

Introduction

Being able to speak and communicate in the target language is the fundamental objective of most language learners. Conversing in the target language may, however, be hindered by various reasons, such as lack of skills, anxiety, or demotivation. This article reports on a study conducted with secondary school English learners in the Netherlands who lacked motivation to speak English in class. The students studied international business in a vocational school and were aged between 17 and 19. Dutch was the first language of all students; however, they had all achieved an intermediate level of English (= B1 in the Common European Framework or Reference for Languages [CEFR] levels). Therefore, the underlying problem was not the students' ability to converse in the target language but the

fundamental motivation to do so, which in turn, impeded their ability to speak fluently. Additionally, problems arose regarding group dynamics and the exchange of information; students predominately worked on individual assignments, thus hampering student-talking-time. Author 1 worked as an intern in the case study school at the time of the research. The study is an action research project in which preliminary data were collected and literature consulted. Based on this information, an intervention activity was created to address the abovementioned issue to increase students' motivation to speak in English. The intervention activity was then implemented and evaluated by collecting additional data both from the teachers and students. The overarching research question for this study is:

How can secondary school English learners who lack motivation to speak English be encouraged to converse in the target language thus increasing oral fluency?

Literature Review

When encouraging students to converse in a target language, there is not a single best method that meets the goals and needs of all learners; however, it is generally agreed upon that all students need to be actively engaged (Brandl, 2008). Language teaching has undergone vast changes in the last few decades and practices such as communicative language teaching (CLT) and task-based instruction are now highly regarded among teachers world-wide. These instructional approaches are based on the theoretical underpinning that the primary function of language use is communication, and the primary goal of language education is for learners to develop communicative competence (Ellis, 2003; Nunan, 2004). Within the broad umbrella of CLT, there are various methodologies used by teachers and educators in the classroom. These methodologies have evolved from the more traditional approaches, such as the grammar-translation method, the audiolingual method, and the direct (Berlitz) method, to a more student-centred, task-based, and interactive approach. Although these former methods were met with relative success, they excluded one of the most fundamental aspects of CLT: fluency (Richards, 2001). Moreover, a recent meta-analysis indicates that task-based language teaching is more effective regarding second or foreign language (L2) learning than more traditional approaches (Bryfonski & McKay, 2019).

According to Brandl (2008), the primary function of language use is communication; or put more specifically, the goal of CLT "is to make use of real-life situations that necessitate communication" (p. 5). By encouraging students to converse in the target language through authentic, real-life situations, learners will be actively involved in the learning process thus interpreting and enacting appropriate social behaviours. For this to occur, however, there must already be a certain level of linguistic competence among the learners; for example, students must have the ability and knowhow to: converse appropriately according to the situation (*sociolinguistic competence*), converse in a consistent and coherent manner (*discourse competence*) and converse efficiently and effectively during a breakdown in communication (*strategic competence*) (Brandl, 2008).

Furthermore, regarding effective learning strategies, CLT does not adhere to one specific method. It draws theories from a range of areas such as cognitive science, educational

psychology, and second language acquisition (SLA); this allows for different learner needs and preferences to be catered for (Brandl, 2008). Wesche and Skehan (2002) conclude that for communicative language teaching to be effective, it must adhere to the following qualities: 1) interaction; activities that encourage students to share and exchange information, 2) authenticity; use of original materials linked to 'real-world' contexts and 3) student-centred; allow learners to have elements of creativity and control.

Another relevant theoretical concept in the present research is motivation. Ryan and Deci (2000) have, in their seminal *Self-Determination Theory*, roughly divided motivation into intrinsic and extrinsic motivation. The former refers to the type of motivation that is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence (Deci & Ryan, 2010). The latter, in turn, means doing something for an outcome, for instance a reward (Ryan & Deci, 2000). Moreover, Deci and Ryan (2010) claim that for people to feel intrinsically motivated, their innate psychological needs of competence, autonomy, and relatedness must be satisfied. Intrinsic motivation has emerged as an important phenomenon for educators that results in high-quality learning and creativity. With older students, intrinsically motivated activities provide satisfaction of the innate psychological needs mentioned above (Ryan & Deci, 2000). Therefore, discussing with students what these physiological drives are can lead to a more productive, creative, and rewarding learning experience. Cognitive Evaluation Theory (CET) (see Deci & Ryan, 1985) is a sub-theory of SDT; this specifies that feelings of competence will enhance intrinsic motivation only if they are accompanied by a sense of autonomy. This can be achieved by providing students with certain levels of creative control. What is more, providing positive performance feedback (from both teacher and peers) will enhance intrinsic motivation, whereas negative performance feedback diminishes it (Ryan & Deci, 2000).

Regarding second language acquisition, Brandl (2008) concludes that learners need as much exposure to the target language as possible for acquisition to occur. Therefore, it is important to actively engage students in speaking the target language. Different students cite different reasons for not conversing in L2, therefore discovering students' reasoning (or lack thereof) for not doing this is fundamental in developing their full potential. Although it is generally believed that there is no one single best method that meets the goals and needs of all learners (Brandl, 2008), they need to be actively engaged in the target language. Teachers can do this by maximizing the time spent by producing authentic activities that enhance intrinsic motivation. Ur (2012) claims that communicative tasks alone are not enough to properly motivate students; activities must be engaging and relatable in order to maintain interest, for instance, by making use of game-based learning or modern technology.

Methodology

The participants of the initial data collection were three teachers working at the target school and 24 students of the school. The data were collected using several instruments: student focus group interviews, a student questionnaire, and teacher observations and interviews (see Appendix 1). All data were collected by Author 1. These methods were

chosen because, according to Wilson (2017), it is important to use a variety of methods when adopting a research strategy. Therefore, to increase the reliability and validity of the study, a mix of qualitative and quantitative methods were used to ensure a clear sense of logic and purpose while researching and developing the intervention activity. The questionnaire data were analyzed statistically whereas the interviews and observation notes were subjected to qualitative content analysis.

Six secondary students volunteered to participate in the student focus group interviews to discuss their target language use. The focus group was created to consult their points of view and interpretation and meaning of the phenomenon under study (Wilson, 2017), which for this research project was to encourage secondary school English learners to converse in the target language. To establish trust among the students of the focus group, a few broad preliminary questions were asked which then developed into more specific, detailed questions. According to Wilson (2017), in both individual interviews and focus groups interviews, it is important to establish trust and build confidence at the outset, and this can be done by reassuring the interviewees that their views are important. 24 students took part in the questionnaire. To ensure that all students understood the questions, language was kept as concise and unambiguous as possible.

Additionally, three teachers were observed and interviewed. The interviews focused on the students' unwillingness to use the target language. All questions were kept unambiguous, while simultaneously ensuring that respondents were not led or encouraged to give specific answers. For the observations, a form was used that contained the following six categories: safe and encouraging learning climate, efficiency of class organization, clear and structured instruction, intensive and activating class, bringing instruction and processing in line with differences and teaching learning strategies. Each category contained several statements that were ranked on a scale from 0 to 3. According to Wilson (2017), there are advantages and disadvantages to observing and interviewing teachers while conducting data collection. By observing teachers, an immediate and actual account of what is happening is available to the person observing. Furthermore, a clear outlook of the room and the teachers' techniques can be viewed. Conversely, the actual accounts and techniques may be superficial or unreliable due to the presence of the observer; however, this overall perspective gives a thorough interpretation of classroom opinion, structure, and dynamics. Observation was nevertheless chosen as a method of data collection in the present study to ensure triangulation and to add another perspective to the data collection. Classroom observations allowed the researcher to see the phenomenon studied in the natural classroom setting. Moreover, the researcher was able to pay attention to any possible discrepancies between the teachers' testimonies in the interviews and actual practices witnessed during the observations.

Results and Discussion

Results from the student focus group interviews revealed that students are not apprehensive about speaking English in lessons. However, it was discovered in the interviews that they are unmotivated and require some external motivation to converse in

the target language. Additionally, given the age of the students (i.e., 17–19), they specified a desire for autonomy and self-determination and a step away from more conventional teaching methods. Students in the focus group admitted that they enjoy speaking English with friends, provided the topic of conversation is interesting. Humorous, current topics were preferred, and students admitted that they need an incentive to speak English, claiming that if the surrounding conversation is taking place in Dutch (i.e., the common language of instruction), then that is the language that they will converse in. Additionally, students in the focus group concluded that interactive discussions about movies or podcasts were likely to increase their motivation to converse in the target language. They claimed that in the surroundings of the regular classroom, being taught conventional curriculum material, students were much more inclined to slip back into the mother tongue. However, if they were presented with interactive, authentic material in a more convivial setting, they would feel substantially more motivated to converse in the target language.

The student questionnaires revealed that approximately 80 percent of the participants admitted that they enjoyed speaking English in lessons. Furthermore, when asked what their preferred learning style was, approximately 46 percent of students revealed that they preferred kinesthetic learning, approximately 29 percent preferred visual learning, while 25 percent preferred auditory learning. This figure of 46 percent is consistent with the response from the student focus group where students revealed that more interactive activities would encourage more target language use. Almost 60 percent of students revealed that they would like to see more games used in lessons. More specifically, 75 percent of students agreed or strongly agreed that interactive games and discussions would motivate them to speak more English. This corresponds with the findings of the student focus group where students revealed that interactive games and discussions would motivate them to converse in the target language. Additionally, approximately 42 percent of students strongly agreed or agreed that student-talking-time would encourage more use of the target language. Moreover, almost 80 percent of the participants revealed that when it comes to discussions, students should choose their own topics. Ted (Technology, Entertainment, Design) Talk discussions proved to be another motivational tool for students with roughly 63 percent of students strongly agreeing or agreeing that either watching or giving Ted Talks is a good way of encouraging more use of English in lessons. The use of comedy or humor was an overwhelmingly positive feature for encouraging students to converse in the target language with just over 90 percent of students revealing that this is a good way to motivate them. Furthermore, current topics (regarding movies, games, and comedy) were deemed more interesting than past or out of date topics (regarding news or current affairs) with over two-thirds (i.e., 66.7%) of students strongly agreeing or agreeing with this statement.

With regard to the teacher interviews, Teacher 1 explained how they required students to speak English in the classroom at all times. This was a prerequisite that was established at the beginning of the school year, and students were informed that to be an accepted part of the group, students must adhere to this expectation. They stated that this guideline worked very well –the only exception being that in the case of an emergency, students may revert back to their mother tongues. While observing this teacher, it was noted that they took a draconian approach to teaching that students did not wholly appreciate. However, the

method did appear to be effective with students conversing broadly in the target language throughout the lesson.

Teacher 2 explained that they used a technique where they displayed post-it notes at various spots around the classroom. Written on the notes were various phrases, expressions, and idioms that students must blend into the conversation throughout the lesson. In the interview, the teacher explained that this was beneficial for a number of reasons. Firstly, it piqued students' interests as to what messages the newly written notes might convey each day. Furthermore, it prompted students to talk about a subject-specific topic in the target language. Prompts and cues are particularly useful in setting the stage for behaviors that must occur at a specific time (Woolfolk et al., 2008). While observing this teacher, it was noted that students were enthusiastic and curious as to what new statements were written upon the notes. These prompts gave students a foundation on which to base the conversation which in turn built the scaffolding to converge into the lesson topic.

Teacher 3 disclosed that they dedicated 20 to 30 minutes of every lesson to "Student Talk Time (STT)". They explained that as a 'reward' for desirable behavior, students would get to choose from a variety of topics (movies, music, podcasts) to casually discuss; they were then formatively assessed, evaluated, and given positive feedback. Surface-processing learners tend to be motivated by rewards, grades, external standards, and the desire to be evaluated positively by others (Woolfolk et al., 2008). The teacher mentioned that a stipulation of 'STT' was that during this period, the target language must be used. If a student did not use the target language, they were excluded from the activity. The observations revealed that this method proved extremely effective and popular among students with all members of 'STT' participating in various games in the target language. Additionally, anticipation of this section of the lesson motivated students to work effectively during the preceding part of the lesson.

The intervention activity. An intervention activity (i.e., podcast) was designed based on the literature review and data collection. The goal of the podcast was to increase oral fluency thus enhancing intrinsic motivation and self-determination among students. The choice of podcasts was further substantiated by prior evidence that using podcasts in a language learning classroom can motivate students (e.g., McMinn, 2008). During this intervention activity, students were asked to produce a series of podcasts entitled Mad About Movies; this topic was chosen because movies were revealed to be a recurring theme during the data collection. A user manual, which gave a detailed and thorough account of how the intervention activity should be implemented, was provided to the teachers. The intervention activity and manual contained innovative and attractive information relating to the development and production of the podcasts. Additionally, the manual contained the assessment criteria required for the successful completion of the podcasts, namely: 1) the hook (something that grabs the listeners attention), 2) name of film, genre, director, cast, 3) elements of fiction: characters, plot, setting, point-of-view, theme, 4) Freytag's pyramid, 5) relevance of movie in today's society and 6) rating of movie. Freytag's pyramid refers to a five-part structure that stories often have (i.e., background, rising action, climax, falling

action, resolution) (see e.g., Tsai-Yun et al., 2013). The manual also contained a teacher rubric, based on the CEFR levels (see Council of Europe, n.d.) (see Appendix 2). The podcasts were ICT based using digital techniques and students were given the option of using a number of digital platforms. Initially, it was presented to students that they produce a live podcast during lesson time; however, further feedback revealed that all students would prefer to pre-record their podcasts, and the intervention activity was revised accordingly.

To ensure the reliability of the grading, the assessor was able to tick off the relevant criterion as it was discussed throughout the podcast. Additionally, the assessor could make notes which were then discussed in the subsequent lessons where students received positive performance feedback. As mentioned above, all podcasts were pre-recorded; therefore, all material could be played back and discussed with students, at a time of choosing.

Additionally, the manual contained examples from various websites and reviews all pertaining to movies; students could find inspiration to discuss all the various criteria. The principles of CLT were applied throughout as students were asked to discuss authentic, real-life situations, thus being actively involved in the learning process (see Brandl, 2008). Furthermore, students were producing their podcasts in pairs or groups of three, ensuring interaction between students.

The rubric consisted of six categories: fluency, understanding, opinion, interaction, vocabulary, and grammar. These criteria were based on the CEFR level B2 (= intermediate) (see Council of Europe, n.d.); however, they were adapted according to the fundamental requirements set out in the user manual. For example, the intervention activity focused on fluency over accuracy; this was evident in the assessment form and rubric where students were awarded a maximum of six points in this category, compared to a maximum of three points on the other categories. The intervention activity and manual were designed so that they could be used repeatedly with a number of classes. Furthermore, aspects could be adjusted according to the objectives of the teacher; for example, the assessor was able to choose vocabulary as the main focus and subsequently change the scoring system of the rubric.

The students had previously obtained a level of B1 (= intermediate) according to the CEFR speaking framework; therefore, the basis for assessing them during the podcast was B2. According to Staatsen and Heebing (2015), it is preferable to assess students at appropriate or slightly higher level. This coincides with Krashen's (1986) well-known i+1 which assumes that students should be exposed to language that is slightly above their current level. Additionally, the length of the podcasts – maximum of ten minutes – is the required time that students must speak for during their third-year speaking exams. Therefore, the purpose of this formative assessment was not only to encourage students to converse in the target language to increase oral fluency, but also prepare students for their upcoming summative assessments. Once all podcasts were recorded, students were given the opportunity to upload their work to a shared platform where they could download, listen to, and critique

each other's work. This enabled students to partake in a subsequent feedback session where they use communicative methods while reviewing each other's material.

Evaluation of the intervention activity. The intervention activity was evaluated by collecting data from the teachers and students. The data collection was carried out via four separate methods during a two-week period. The methods used were a) teacher interview, b) pilot podcasts, c) student focus group interviews and d) student questionnaire (see Appendix 1). Students from the class that participated in the student focus group interviews in the initial data collection were asked to produce pilot podcasts so that information could be gathered and evaluated to further develop the intervention activity.

Two teachers were interviewed; both stated that the intervention activity and the accompanying manual were functional, valid and reliable. During the interviews, it was concluded that the podcast manual was both user friendly and appealing. It was agreed that the layout was clear and concise, with images and examples of various websites and reviews on each page. However, it was advised that it is beneficial for students to view example podcasts for inspiration; therefore, additional links of sample podcasts were added. Students (n=6) from the focus group revealed that they enjoyed producing the pilot podcasts, and in particular, enjoyed the autonomy and trust that was shown to them (see Deci & Ryan, 2010). The original idea that was conceived asked students to produce the podcasts in real-time during lessons; however, this notion was rescinded, and students were given the autonomy to pre-record the podcast in their own time. This gave the students ample time to prepare and discuss strategies with their respective partners. Furthermore, for the pilot podcasts, students were given the choice between two online platforms to produce their podcasts; however, feedback revealed that it is more valid to give students the opportunity to use other platforms according to their personal preference.

Additionally, students of the focus group expressed a keen interest in listening to and discussing each other's podcasts; therefore, it was concluded that a feedback session be held where students listen to and discuss each other's products. On account of this, students were provided with a link where they could upload their products and subsequently critique, review and rate each other's podcasts.

Once the above minor adjustments were made to the user manual, an additional 13 second-year students were asked to produce pilot podcasts from an online platform of their choosing. To ensure consistency of measure, the 19 students who produced pilot podcasts completed a survey that was analyzed in accordance with the topics discussed during the teacher interviews and student focus group interviews. The questionnaire consisted of yes/no, Likert scale, as well as short and long form questions (see Appendix 1).

The results from the yes/no questions revealed that overall, students enjoyed the experience with approximately 85 percent confirming that they enjoyed producing their podcasts; this corresponded with the results from the focus group interviews, during which all 6 students asserted that they had a positive experience. Furthermore, a subsequent discussion with all 19 respondents revealed that a minority of students (i.e., 15.8%) felt

dissatisfied with any assignment that did not result in a summative grade. However, almost 80 percent of students revealed that they would like to produce another podcast in the future. Just over half of respondents revealed that they thought the podcast was too short and would like the podcasts to be over 10 minutes in length. The main results of the yes/no questions are set out in Table 1.

Table 1. Students' (n=19) answers to the yes/no evaluation questions.

Question	Yes	%	No	%
Did you enjoy making the podcast?	16	84.2%	3	15.8%
Would you have liked more time to discuss the criteria during the podcast?	10	52.6%	9	47.4%
Would you like to make another movie podcast?	14	73.7%	5	26.3%
Would you like to make another podcast on a topic of your choosing?	15	78.9%	4	21.1%

What is more, the short and long form questions revealed that the majority of students had fun making their podcasts. Additionally, the private setting that they were provided offered freedom, relief, and confidence to a number of students. Furthermore, students liked how divergent the assignment was from regular tasks, welcoming the creativity, autonomy, and interaction that came with it. Only one respondent found cooperation with their partner challenging.

Regarding the manual, the majority of the students found it user friendly and appealing with approximately 78 and 67 percent of the participants strongly agreeing or agreeing with the statements respectively (see Table 2). Short and long form questions further revealed that

the experience could be improved by presenting the manual sooner thus giving students more time to prepare. Additionally, a number of respondents revealed their desire to create their own topics and manual; therefore, making and producing a podcast of their choosing and consequently supporting even greater autonomy (Deci & Ryan, 2010). Other points mentioned included simplifying the manual with a list of basic bullet points, thus providing less facts and more freedom. Overall, however, short and long form responses revealed students found the manual clear, unambiguous, and user friendly.

Table 2. Students' (n=19) answers to the Likert scale evaluation questions.

Statement	Strongly agree	%	Agree	%	Neutral	%	Disagree	%	Strongly disagree	%
The manual was user friendly.	4	22.2 %	11	55.6 %	4	22.2 %	0	0%	0	0 %
The manual was appealing.	4	22.2 %	9	44.4 %	5	27.8 %	1	5.6 %	0	0 %

Conclusion

From the data collection and analysis presented above, it was concluded that the intervention activity and user manual fundamentally encouraged secondary students to converse in the target language. These conclusions were evident from the corresponding measured responses of the various data collection methods. Students revealed that they particularly enjoyed the freedom, autonomy, and creativity involved in the production of their podcasts which is in line with Ryan and Deci's (2000) SDT. Additionally, students emphasized the self-confidence they received because of the intimate nature that producing a podcast brings. Some recommended changes to the manual were brought about, such as: incorporating example movie review websites, links to example podcasts, recommendations for a variety of podcast-producing-platforms, and a link to upload produced podcasts. With regard to preparation, it was revealed that students did not have adequate time to discuss the production of their podcasts; this led to some students feeling rushed into choosing an unsuitable partner, thus resulting in an unsatisfactory experience.

Therefore, a teacher lesson plan was added to the manual which instructs and encourages students to plan their entire production meticulously.

The assessment criteria and rubric were agreed by the English teachers as being fundamentally in line with the criteria which students will encounter during their third-year speaking exams and act as significant scaffolding to prepare students for this. To ensure reliability – and by presenting the students with a formative grade - the intervention activity was adapted to correspond with objectives laid out in the CEFR and balance on a line between B2 (=intermediate) and C1 (=advanced). A minority of students lacked motivation during the production of their pilot podcasts, citing the absence of a summative grade; therefore, this is a factor that will be taken into consideration moving forward into future academic years.

Despite the suggested improvements, it seemed that using podcasts was a successful way to increase students' motivation to converse in the target language. Podcasts are relatable, appealing and closer to students' life than traditional textbooks, and they are also easy to use in differentiation as students can produce them according to their individual abilities. Moreover, podcasts have proven to be an effective tool to focus on the main principles of CLT, namely interaction, authenticity, and student-centeredness (Brandl, 2008; Wesche & Skehan, 2002). In conclusion, the results of this study suggest that through podcasting, students are motivated to converse in the target language, and it is encouraged that teachers use these techniques in their foreign language teaching. Depending on the instructions and the type of podcast, they can be used to practice specific language features in addition to overall fluency.

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Appendix A: Data Collection Methods

Data instruments used in the initial data collection

Student focus group

Preliminary questions:

- How old are you?

- How long have you been speaking English?

- Do you enjoy speaking English?

- Do you speak English outside of school?

- Do you watch English language movies or shows with or without subtitles?

Main questions:

- Why do you think some students are not willing to converse in the target language?

- What activities could the teacher introduce to encourage students to speak more English (be specific)?

- What topics could the teacher introduce to encourage students to speak more English (be specific)?

- Any other ideas on how to encourage students to converse in the target language?

Student survey

Questionnaire Y/N:

- Do you enjoy speaking English with friends?

- Do you speak a lot of English outside of school?

- Do you watch English language movies or shows with subtitles?

Likert Scale (1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree):

- I like speaking English in lessons.

- Playing games would encourage me to speak more English in lessons.

- I feel 'forced' to speak English in lessons.

- Student debates would encourage me to speak more English in lessons.

- Ted Talk discussions are a good way to encourage English speaking in lessons.

- I am apprehensive (uneasy) about speaking English in lessons.

- Comedy/humor is a good way to encourage English speaking in lessons.

- Current topics are more interesting than old topics.

- Role-play/drama activities are a good way to encourage English speaking in lessons.

- Students should choose their own debate topics.

Multiple choice:

- Which type of learner are you? a) visual (by seeing), b) auditory (by hearing), c) kinesthetic (by doing).

- In class, I would like to see more… a) debates, b) reading, c) board games, d) writing.

Teacher interview

- What teacher techniques do you use to encourage students to converse in the target language?

Teacher observation form

Observation tool for the pedagogical and educational practices of students (PEDAC)

Teacher	Date	Number of learners	Observers	Assessment (on a scale of 1 to

Observation of lecturer's behavior:

0 = predominantly weak; 1 = weak rather than strong; 2 = strong rather than weak; 3 = predominantly strong

Data instruments used in the evaluation of the intervention activity

Teacher interviews

- Is the manual user friendly and appealing for both students and teachers?

- Is the material appropriate for the level of the students and can it be suitably used as scaffolding for the preparation for oral speaking exams at C1?

- What changes would you make to the product and/or manual?

Student focus group

- How did students find the experience of producing the Podcasts?

Student questionnaire

A mixture of yes/no, Likert scale, short and long form questions:

- Would you have liked more time to discuss the criteria during the podcast?

- Did you enjoy making the podcast?

- Would you like to make another movie podcast?

- Would you like to make another podcast on a topic of your choosing?

- How could the podcast experience be improved?

- What did you like about the podcast experience?

- What tips can you give to make the manual more user friendly and appealing?

- The manual was user friendly (1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree).

- The manual was appealing (1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree).

- Would you like to make another movie podcast?

- Would you like to make another podcast with a topic of your choosing?

- Did you enjoy making the podcast?

- Would you have liked more time to discuss the criteria during the podcast?

Appendix B: Assessment Criteria and Rubric

Students' names		Result/grade	24 points to be earned
Date		Level required: B2	Signature assessor(s)
Assessment criteria to be discussed		Notes	Yes/No
1. Hook that grabs the listeners attention			
2. Name of film, Genre, Director, Cast			
3. Elements of Fiction: Characters, Plot, Setting, Point-of-View, Theme			
4. Story mountain (Freytag's Pyramid)			
5. Relevance of movie in today's society			
6. Rating of movie			
Assessment criteria level rubric		Notes	Grade
a. Fluency			0 2 4 6
b. Understanding			0 1 2 3
c. Opinion			0 1 2 3
d. Interaction			0 1 2 3
e. Grammar			0 1 2 3
f. Vocabulary			0 1 2 3
g. Excellence			0 1 2 3

	Insufficient (0 points)	Sufficient (2 point)	Good (4 points)	Very good/excellent (6 points)
Fluency	Student pauses for long periods and uses short utterances. Student is difficult to understand	Student pauses frequently; some false starts and rewording; student is understandable.	Student pauses occasionally, uses a combination of short and long utterances. Some false starts but hardly effects understanding.	Student hardly ever pauses. False starts are rare and makes student easy to understand.
	Insufficient (0 points)	Sufficient (1 point)	Good (2 points)	Very good/excellent (3 points)
Understanding	Student has trouble understand the topic and at times stirs the conversation off topic.	Student shows an understanding of the topic and stays on topic for a lot of the time.	Student shows a good understanding of the topic.	Student shows a very good understanding of the topic.
Opinion	Student did not give their opinion sufficiently.	Student expressed their opinion sufficiently using short utterances and simple connectors.	Student expressed their opinion well while using Quantifiers such as: 'many', 'much', 'a little', 'any'	Student expressed their opinion very well while using Quantifiers such as: 'some say', 'many think'

Interaction	Student frequently ignored their partner. Used very short utterances to answer questions.	Student interacted with their partner sufficiently and asked some questions.	Student interacted with their partner well. Asked questions, gave long answers, and responded to what their partner said.	Student interacted with their partner very well. Asked relevant questions, gave extended answers, and responded to what their partner said.
Grammar	Uses very basic structures, telegram style sentences.	Uses simple structures correctly, makes some mistakes. Links groups of words and some clauses with simple connectors: 'and', 'but', 'because'. Some errors occur when using articles and quantifiers.	Uses simple structures correctly, makes very few mistakes. Links groups of words well and some clauses with simple connectors: 'and', 'but', 'because'. Very few errors occur when using articles and quantifiers.	Uses a variety of structures correctly, makes hardly any mistakes. Links groups of words effectively and some clauses with complex connectors: 'additionally' 'however' Hardly any errors occur when using articles and quantifiers.
Vocabulary	Student has limited vocabulary, hardly any content related words are used.	Student uses a range of vocabulary and some content related vocabulary is used correctly.	Student uses a wide range of vocabulary and incorporates content related vocabulary correctly.	Student uses a very wide range of vocabulary effectively with hardly any hesitation. Incorporates content related vocabulary very effectively.