An Action Research on the Impact of Podcasts in Grammar Learning of Elementary Students

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Abstract

With technology development, language studies use online resources as authentic materials for more engaging and effective language learning. With this perception, the researchers investigated how podcasts can be employed as authentic learning facilities for English learners specifically on the mobility and exclusivity of this material in teaching verb tense and form aspects. The researchers conducted a 40-item language test as a pretest and posttest utilizing podcasts for grade 6 students. The participants' behaviours were also observed to have in-depth information. Whereas, the collected responses from the questionnaire on the students' attitudes towards the use of podcasts were employed to provide an understanding of the factors that might have impacted the study. The results indicate that utilizing podcasts in grammar lessons has a positive impact on student's grammar knowledge. Additionally, the observed behaviors manifested while using the podcasts in class affirmed learners' interests and their cooperation although there are times they expressed boredom and restlessness due to long periods of listening. Eventually, they expressed enjoyment and satisfaction in their participation in grammar learning with podcasts. It is suggested that teachers should use short podcasts that are appropriate to the target grammar to enhance students' motivation.

1. INTRODUCTION

A growing common approach to teaching foreign language learners is integrating technology into the classroom setting. Several studies have stated that language educators use authentic materials to teach grammar, as technology offers resources. Through exposure to and opportunities in real-life situations, these authentic resources support learners to develop more comprehension and accuracy in language usage in context (Spada, 1997 as referenced in Saeedi and Biri, n.d.).

In the current research context, apart from the subjects included in the textbooks, grammar courses are not explicitly taught or stressed. Regarding communication skills, students are more articulate because they are encouraged to use the English language, especially in English subject class and there are non-Tagalog personnel on the school premises. However, when it comes to their grammar knowledge, learners are not conscious of the importance of grammar rules; their forms, meanings, and proper applications. The researchers hypothesize that the limitations on teaching materials in a language class and the influence of communicative English teaching approaches suggested in the curriculum and textbook could be the causes. Having encountered ungrammatical conversations among language

learners, the researchers would like to investigate the impact of podcasts in grammar instruction especially in teaching tense and aspects forms.

The podcast is an episodic digital file series that can be viewed or listened to at convenient bases and anywhere. When used properly, podcasts offer incredible educational advantages. Podcasts correspond to an aspect of Mobile Assisted Language Learning (MALL) since they are easily available and portable for anyone with a mobile device. As digital generations and the age of technology have progressed, there has been a growing trend of interest in learning modalities, particularly in using podcasts. The use of visual aids in language class is far more common than the use of podcasts especially in the context of current research sites. Thus, the researchers claim that podcasts enhance students' motivation and engagement (Mayer, 2002) using graphics and motion.

2. RELATED LITERATURE REVIEW

Educational research is paying more attention to technology in classroom discussions, especially podcasts, especially in (EFL) context. Prior research has examined the advantages of podcast usage in language learning environments, emphasizing how it can improve vocabulary acquisition, listening comprehension, and general language competency. The study of (Smith and Storrs, 2023) indicates the significance of integrating digital literacies in a manner that is meticulously incorporated, ensuring comprehensive coverage within the curriculum.

In the research study of Marunevich, et al. (2021), it was manifested that podcasting serves as authentic material for language instruction, offering educators and learners the opportunity to enhance English language proficiency outside traditional classroom settings. Additionally, it enables flexible access to course materials, empowering individuals to study at their convenience from any location. Podcasting offers a valuable educational experience by applying podcasting to EFL instruction, resulting in positive outcomes on English language proficiency as measured by academic advancement. Particularly, it notably enhances speaking skills, and writing skills Chaves-Yuste, et al. (2023). When podcasts are utilized appropriately, Ginting (2019) stated that they can enhance students' language skills as well as note-taking skills, and develop vocabulary knowledge. Furthermore, podcasts can serve as a substitute for native speakers, offering valuable authenticity for students learning English as a second or foreign language.

Students can utilize podcasts as a supportive tool to enhance their listening skills in language acquisition. They perceive podcasts as valuable audio resources that allow exploration of diverse topics, conveniently accessible online via gadgets such as laptops and smartphones. While these devices facilitate access to podcasts, some students face challenges due to the necessity of an internet connection, which may not be available to all. Moreover, unstable internet connections can disrupt the listening experience, requiring students to refresh the podcast. Additionally, students encounter difficulties when native speakers speak too rapidly, particularly if the podcast content exceeds their proficiency level. Consequently, teachers must carefully select and manage podcast content for use in the listening classroom. Despite these challenges, students report that podcasts improve their focus and enable them to engage with a wide range of compelling content. (Gunawan, et al. (2023) and Hajar, et al. (2020) studied to examine the impact of podcasts as a technological tool on students' mastery of English vocabulary and to explore their reactions to using podcasts and affirm that utilizing podcasts alongside classroom learning processes may lead to a more rapid improvement in students' vocabulary comprehension compared to relying solely on traditional classroom instruction.

Teachers are to make a careful choice of instructional materials and furnish learners with captivating resources that stimulate their curiosity. It is imperative to incorporate engaging tasks into lessons, and language instructors should facilitate opportunities for learners to apply acquired content through tasks. Employing social networks as a platform for task execution not only enhances

participants' language abilities but also broadens their social awareness of the world (Khodabandeh, et al., 2017).

Utilizing podcasts had a beneficial impact on the listening comprehension of Iranian EFL learners. The study employed various podcasts, revealing that participants who engaged with podcasts demonstrated higher learning outcomes when compared to those who did not. Incorporating podcasts can effectively boost language acquisition among students. For instance, integrating podcast-based listening activities notably enhanced English listening skills and student engagement. Additionally, podcasts were utilized to enhance students' vocabulary proficiency and generate greater interest in classroom activities (NamazianDost et al, 2017).

The relatability of podcasts as models of in-person communication is another factor taken into consideration. Phillips (2017) states that "paralanguage, such as stuttering, pausing, pitch, pace, and power changes of the voice, makes communication authentic and natural" and that "present-day language learners have to be aware of different intonation systems in a foreign language," particularly given that English is spoken throughout the world and can be used in a variety of ways Krachu (1991) in the concept of world Englishes. According to (Prasetyo, 2022), there are several narrating stories, motivational speeches, and many other talks in podcasts that draw the attention of listeners and persuade them to follow their instructions. To produce one, learners need to improve their writing skills.

(Daskan, 2023) suggests that instructing and grasping grammar within EFL classrooms is an alarming challenge for better focus and innovative approaches. Educators should consider embracing more interactive and communicative methodologies for teaching grammar, such as incorporating authentic materials and providing students with chances to apply language in authentic contexts, as indicated by research findings.

Despite the variety of language research on the use of podcasts such as to improve the learners' listening and speaking skills (Fachriza et al, 2023), teaching grammar and pronunciation through grammar translation method (Suseno, 2023), and developing listening ability among Iranian EFL learners (NamazianDost, et. al, 2017), there are limited studies that use podcasts as authentic materials for language learning and teaching in the area of verb tense aspects. The researchers intended to prove that learners can benefit from authentic language used in podcasts just as much as they can from other audiovisual resources, particularly on grammatical forms.

3. FRAMEWORK FOR ANALYSIS

Grammar still plays an important role in language learning and usage despite the influence of language teaching as a communicative skill through authentic material which is a current trend in language education. —including the one that was used in this study. The importance of learning a target language's grammar has returned from an emphasis primarily on communicative skills through many language teaching approaches(Ellis, 2008). The first is the Noticing Hypothesis (Schmidt, 1990), which argues that language acquisition would occur if there is conscious knowledge of grammar during the input process (Truscott, 1998). The Noticing Hypothesis (Schmidt, 1990) asserts that input cannot be regarded as an intake for language in experimental research until conscious attention indicates an impact. Only when people are paying attention to the linguistic input with the attention necessary for successful learning (Schmidt, n.d.) in SLA education. Additionally, The Teachability Hypothesis, proposed by Pienemann (1984), suggests adapting grammar instruction to the language proficiency of the learner by taking into account the developmental sequences in the learner's language (Lightbown, 2000).

Given the widespread support for grammar in language education, it is important to consider how grammar is taught and acquired in grammar classes as well as how well it applies to communication in the real world. According to research by Mitchell (2000), grammar education has a significant impact on acquiring accuracy and language learning, and meaning-focused instruction alone is not sufficient. Decontextualization and the ineffective application of grammatical information in real-world situations are the main problems with grammar instruction (Saeedi & Abad, n.d.). According to Celce-Murcia & Freeman (1999), grammar instruction should include all three dimensions of grammar, tying grammar formation to meaning to apply it in real conversation and helping students become proficient users of grammatical structures. This is accomplished if grammar is explicitly taught as part of language instruction to support learners in developing their understanding of the proper form and usage of English grammar. Therefore, it is not appropriate to view the explicit teaching of grammar and its application in an authentic task or setting as separate teaching spheres. Both of them are useful as concomitants. Regularly exposing the students to real language through authentic resources is one of the most effective approaches. As they apply what they have heard or acquired from the input sources, the learners will implicitly acquire the rules. Furthermore, people's "negative perceptions and attitudes towards grammar" are altered when they learn that mistakes might happen in everyday communication contexts (Saeedi and Biri, n.d.). In this way, students will enhance their awareness of the language form, meaning, and authentic usage.

According to Saeedi and Biri (n.d.), learners become more motivated and engaged when they are exposed to a variety of form-meaning relationships and realize that the grammar forms they have been taught, both explicitly and implicitly, have become a part of their interlanguage behavior. These stages have a big impact on language acquisition. For this reason, a great deal of attention is also placed on the relationship between motivation and language learning. This is also related to the Multimedia Learning theory's explanation of the motivation achieved from using technology (Mayer, 2001 as referenced in Saeedi & Biri, n.d.). According to the "multimedia principle," learning occurs best when an individual is exposed to both audio and visual elements rather than just one (Mayer, 2004). However, the research on the multimedia principle highlights the value of incorporating graphics in lesson plans and stresses the need for careful selection of multimedia content based on language teachability since not all multimedia information is helpful to students' learning. In contrast, the researchers decided to use audio podcasts as a form of multimedia to be utilized in this study. While the primary goal of Mayer's cognitive theory of multimedia learning is to provide instructional media that engage the human mind, effective multimedia learning, as further explained in the principle, is not limited to just adding words to images.

The noticing hypothesis and multimedia learning theory—will be employed as the study's framework. The theory of Multimedia Learning (ML) (Mayer, 2004) suggests using podcasts as proposed instructional materials in language classes. The target lesson's form, meaning, and use will be emphasised by using both explicit and implicit teaching methods when teaching the target grammar. This is in contrast to the Noticing Hypothesis (Schmidt, 1990), which will determine the type of activities in the classroom.

3.1. Research Questions

The purpose of the current study is to investigate how podcasts affect students' learning of verb tense and aspect form. To get a clear understanding of the tool being used, the researchers intended to inquire about the learners' opinions about using podcasts during the study. According to the objectives, the researchers develop the following research questions:

1) Does the podcast assist in improving the students' learning of verb tense and aspect forms?

2) What behaviors do the students exhibit during the implementation of the study intervention?
3) What factors drive students' motivation to utilise podcasts in learning verb tense and aspect forms?

4. METHODOLOGY
4.1. Participants

The current study selected 25 elementary students who are studying in St. Emilie Learning Center, Philippines using convenience sampling techniques (Dornyei, 2007, p.98). The Nelson language proficiency test was assessed to the participants to ensure homogeneity of the participants' language skills before assessing the Pre-Test.

4.2. Instruments
4.2.1. Disney Magic of Storytelling podcast

The primary tool that was utilized in the study is the Disney magic storytelling which is accessible from podcasts online. The young learners' interest in the podcast, along with their familiarity with and appropriateness for the grade level, are the deciding factors. Though there are several series of Disney magic Storytelling, the researchers selected three series to be utilized for nine sessions of teaching experiments.

4.2.2. Nelson English Language Test

The Nelson English Language Test was conducted at the beginning of the study to ensure group homogeneity. There were 50 items in the test: 36 multiple-choice and 14 closed tests.

4.2.3. The Pre-test and the post-test

Prestests are essential to investigate the students' learning level while post tests can measure how far the learners have learned after the course work. By assessing pretests, the researchers or instructors could gauge what the students already know before starting a new chapter in the learning process. Therefore, the researchers assessed the students' prior knowledge and their significant improvement through pretest and posttest. The pretest and post-test that measure the students' Verb-tense and form aspects, developed by Leisavniece (2008) were answered by the participants. The results of the pretest and post-test were administered to descriptive statistics to measure the quantitative result.

4.2.4. Observation of Student's Behaviors

A thematic approach was utilized to analyze learners' behaviors through the observation method. Student behaviors during the study's intervention were observed using a structured observation using the Test Session Observation Checklist (TSOC) of Woodcock-Johnson. The categories of behavior such as (1) degree of cooperation, (2) level of activity, (3) attention and focus, (4) self-confidence, and (5) response to challenging tasks will be observed among learners during intervention.

4.2.5. Questionnaires

The purpose of the questionnaire survey was to find out what kind of motivations students perceive in the podcast for using it in language classes. The aim of post-experimental intrinsic motivation assessment is an inquiry into how the participants subjectively perceived the study sessions. This tool, a 7-point Likert scale, evaluates students' perceptions of enjoyment/ interests, perceived choice, perceived competence, and pressure or tension while being instructed in a podcast.

4.3. Design and data collection procedures

This study employed a mixed-method design. The study also monitored a pretest/posttest with quantitative methods to analyze the data gathered from the selected participants from sixth-grade ESL students. The research questions above aim to determine the impact of using podcasts on students' learning of verb tense and aspect forms as well as the factors that motivate students to use podcasts in this process. The Qualitative method was utilized to assess the behaviours of the participants using podcasts as a tool for learning grammar. To achieve this goal, the researchers develop six stages in the data collection process.

Stage 1: Homogeneity test for proficiency level through Nelson English Language Test

Homogeneity tests were assessed on the participants to assess their level of proficiency in Verb tense and aspect forms. The Nelson English Language Test will be administered as an assessment tool for the Homogeneity Test. It is an assessment tool to evaluate the student's language proficiency.

Stage 2: Pretest

The researchers adopted 40 language items that covered the initial knowledge of verb tense and aspect forms of students.

Stage 3: Treatments

The participants took three weeks to cover all nine verb tense aspects. The students were treated with explicit instruction by explaining each tense with examples and practicing the target grammar using the audio stories from the podcast Disney Magic of Storytelling. Transcripts of the stories were provided to students to search for the target grammar forms in the reading passage to help them become more knowledgeable about the audio stories. The teacher paused the audio in the classroom when they recognized the target grammar form, and the students discussed with the teachers and classmates the tense with its meaning and usage. Students then put verb tense elements into practice by producing sentences. The Noticing hypothesis, multimedia learning theory, and the 3-point criteria (form, meaning, and usage) (Celcie-Murcia & Larsen-Freeman, 1999) serve as the foundation for the instruction.

Stage 4: The posttest

Nine Verb tenses and aspects were instructed to the participants using podcasts as the learning instruments. After implementing intervention lessons, the participants performed posttests to assess to find out the significant results of the treatment using podcasts in grammar teaching. The data collected were subjected to a nonparametric approach of the Wilcoxon Signed Rank-test to interpret and determine if there is significant effectiveness of a podcast in teaching grammar. This method enables a thorough interpretation of the results taking into account the statistical significance of the study. Wilconxon's positive and negative ranks were regarded in analyzing the effectiveness of the research intervention.

Stage 5: The Observation of student's behavior

A thematic approach was employed in this study to analyze the behaviours of learners through the observation method. The Woodcock-Johnson Psychoeducational Battery's Test Session Observation Checklist (TSOC) was applied in a structured observation to address the behaviours displayed by the students during the study's intervention. The learner's (1) degree of cooperation, (2) level of activity,

(3) attention and focus, (4) self-confidence, and (5) response to challenging tasks are among the categories to observe during test sessions.

i) Degree of cooperation

It entails the student's attention span to the teacher's instructions and guidelines throughout the activities. For instance, the students understood the teacher's instructions by not asking about the points initially discussed so that the teacher did not need to repeat the same point of discussion. They are constructively corporate, not chatting with seatmates. The following behaviours are included in this list: (1) very cooperative during the assessment; (2) cooperative (typical for age/grade); (3) occasionally uncooperative; and (4) uncooperative during the discussion.

ii) Level of activity

This category describes how engaged the students were with the task at hand. Throughout the intervention, he may have been animated, bored, or restless. These behaviours include: (1) seemed tired, (2) typical for age/grade, (3) occasionally appeared restless or nervous, and (4) excessively active for age/grade; found it hard to focus on activities.

iii) Attention and focus

This area describes how attentive and focused the student was during the intervention. The following levels may determine how they are in terms of their attentiveness and concentration: (1) exceptionally engaged in the work; (2) attentive to the tasks (typical for age/grade); (3) frequently distracted; and (4) constantly inattentive and distracted.

iv) Self-confidence

It pertains to the observation of the student's attitude whether relaxed or tense during the class. The following behaviours were included in the list: (1) seemed self-assured and confident; (2) seemed relaxed and at ease (typical for age/grade); (3) sometimes appeared tense or worried; and (4) appeared extremely anxious.

v) Response to challenging tasks

It refers to the student's perseverance or commitment to completing the challenging tasks. The category contains distinct levels such as (1) a discernibly higher effort level for challenging tasks, (2) a general persistence with challenging tasks (typical for age/grade), (3) attempted but quick give-up, and (4) not attempt challenging tasks at all.

Stage 6: The motivational inquiry

Google Forms was created to collect the post-experimental intrinsic motivation questionnaire data. The 25 items of questionnaires will be extracted and modified based on appropriate and relevant research questions. The remaining items are disregarded because they are not a concern in the present study. The participants answered by giving a tick mark score on a 7-point Likert scale and the replies were interpreted in line with the guidelines of the IMI test.

4.4. Data analysis

To answer the first question of this study, the researchers collected the scores of the pretest/posttest to find out the significance. The researchers computed the means and standard deviation scores of the pretest and posttest and compared them. The paired Sample t-test for the pretest and post-test was computed to determine the effectiveness of treatment and whether the differences between the pretest and post-test were statistically significant.

The answer to the second question, "What behaviors are displayed by the students during the implementation of the intervention of the study?", was addressed by implementing the Woodcock-Johnson Psychoeducational Battery's Test Session Observation Checklist (TSOC). The checklist measured the learners' (1) level of cooperation, (2) level of activity, (3) attention and concentration, (4) self-confidence, and (5) response to difficult tasks.

To answer the third question, the answers of the IMI test for intrinsic motivation were utilized to answer "What are the students' motivational factors in using podcasts in learning verb tense and aspect forms?". Using the 7- 7-point Likert scale, the participants were assessed on the four components of the IMI test, interest/enjoyment, perceived choice, perceived competence, and pressure/tension. The answers to the IMI test were analyzed and interpreted to see the improvement in students' learning of Verb Tense-Aspect Forms by utilizing podcasts as learning instruction.

4.5. Research ethics

In this study, as an observation of ethical issues, we ensured the following steps were performed. Firstly, we sent the request letter to the principal of St. Emilie Learning Center to conduct action research (Appendix A). Upon receiving the grant from the principal, we proceeded with the informed consent of the student participants. The students were informed of the detailed procedures about the intervention and they are fully aware that their names and identity will be kept confidential and anonymous. As a result, they excitedly expressed their willingness to participate in the research and signed the consent form (Appendix B). They were administered with the homogeneity test (Appendix C), the pretest (Appendix D), the class lesson intervention project (Appendix E), and the posttest consecutively. Before the motivational questionnaires were responded they were informed of the study objectives and informed them that they were free to respond or withdraw from participating. Since one student was not able to join the intervention lessons, the research participants turned out to be 24 although originally intended participants were 25 students.

5. RESULTS AND DISCUSSION
5.1. Pretest/posttest

To answer the first research question (Does the podcast assist in improving the students' learning of verb tense and aspect forms?), a nonparametric approach using Wilcoxon Signed Rank was utilized. The quantitative analysis (Appendix H. *Wilcoxon Signed Rank Results*) revealed a Vilcoxon value of 17 positive ranks (posttest>pretest), 5 negative ranks (posttest<pretest), and 2 ties (posttest = pretest). In essence, the study found that the podcast grammar instruction helps students improve grammar test scores of the participants as 12 out of twenty-four students (mean rank: 11.18; sum of rank: 190) were able to obtain a posttest score higher than their pretest (mean difference = posttest-pretest). On the other hand, it appeared that the interventions were not so effective on the 5 students since their mean difference produced a negative rank (mean rank: 12.60; sums of ranks: 63), while the instructions did not affect 2 participants (ties). Furthermore, the significance level of the statistical treatment obtained a p-value of .039 which revealed a significant result; however, this result was not concluded due to the small sample size of the study.

Tests of Normality

	Kolmogorov–Smirnov[a]			Shapiro–Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.116	24	.200[*]	.972	24	.713
Posttest	.099	24	.200[*]	.968	24	.625

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Wilcoxon Signed Rank Results

NPar Tests

[DataSet1]

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	5[a]	12.60	63.00
	Positive Ranks	17[b]	11.18	190.00
	Ties	2[c]		
	Total	24		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Test Statistics[a]

	Posttest – Pretest
Z	–2.068[b]
Asymp. Sig. (2–tailed)	.039

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

A descriptive analysis of the student's performance in the pretest and posttest (Appendix I *The Mean Difference (Gain score) of Each Student*) reveals the students' individual gained scores. The results indicated that 4 out of 6 high-level learners obtained positive gain scores, 6 out of 11 moderated learners obtained positive gain scores, and all seven students from the low-ability learners obtained positive gain scores.

The Mean Difference (Gain score) of Each Student

Students	Pretest	Posttest	Gain Score			
		15	6			
S1	9					
S2	17	19	2			
S3	12	16	4			
S4	10	14	4			
S5	3	4	1			
S6	9	11	2			
S7	20	25	5		Level of students based on Homogeneity Test Result	
S8	18	20	2			
S9	13	13	0			
S10	14	9	-5		Low Ability Learner	
S11	19	17	-2			
S12	15	18	3		Moderate Ability Learner	
S13	12	12	0			
S14	12	13	1		High ability Learner	
S15	10	12	2			
S16	9	14	5			
S17	18	14	-4			
S18	11	19	8			
S19	12	18	6			
S20	13	14	1			
S21	22	19	-3			
S22	17	18	1			
S23	14	11	-3			
S24	14	17	3			

In terms of mean differences according to ability levels (Appendix J *The Mean Difference according to Ability Levels*), the result indicated that the intervention did not much effect on the higher learners (mean difference: 0.84) and the moderate level learners (mean difference: 0.91). It is considerable that this low mean difference must be not due to the intervention since they had much knowledge in grammar tense aspects at some level. In contrast, the student with a low score on the homogeneity test seemed to yield a positive effect of the intervention since the mean difference is 3.43 even though the result may not be so dependable and meaningful due to time limitation and some other factors of the study. It is worth noting that the low-ability learners put their efforts in the intervention lessons and displayed a favorable outcome in the posttest when compared to the gained score in the pretest.

The Mean Difference according to Ability Levels

Abilitiy Levels	Mean Difference
High	0.84
Moderate	0.91
Low	3.43
Total	1.62

5.2. Observation results

The second research question (**What behaviors do the students exhibit during the implementation of the study intervention?**) was answered through a structured observation using the Test Session Observation Checklist (TSOC) of the Woodcock-Johnson Psychoeducational Battery.

5.2.1. Degree of cooperation

Most learners were exceptionally cooperative throughout the intervention, while a few low-ability learners were cooperative. In general, all students displayed a cooperative attitude in the class discussion. They are cooperative mostly in making sentences using the target grammar form. Sometimes they requested to go to the restroom and fill up their water bottles. It may be due to the period of the intervention lesson being the last period of the day.

5.2.2. Level of activity

The students expressed interest in grammar discussion on form, meaning, and usage. In terms of listening to the audio sometimes they expressed being bored especially when there was little target form in the long paragraph of the transcript. However, some students, become restless due to the stress of listening to a long audio record.

5.2.3. Attention and focus

In terms of attention and focus, the students were attentive to the podcast listening since they could observe the target grammar forms in the transcripts. They are alert to notice the assigned tense aspects. However, some learners lose their curiosity when prolonging audio listening without finding the target grammar form.

5.2.4. Self-confidence

The students seemed to be relaxed in the class intervention. Generally, they are confident in discussing the target grammar and show confidence in making their sentences. Most of them appeared

to be at ease and comfortable while a few expressed to have strong confidence and self-assuredness. The present study corresponds with the study on student confidence and how it affects learning by Akbari and Sahibzada (2020) indicated that self-assured students are more likely to engage in active learning, enjoy class, experience less anxiety, be more motivated to achieve their goals, feel more comfortable around their teachers and peers, and, lastly, be more willing to share their knowledge and opinions in front of the class.

5.2.5. Response to challenging tasks

Most students from high and moderate ability levels demonstrated increased levels of perseverance and commitment to the podcast lesson while low-ability learners expressed difficulties and struggles to show consistent responses to the tasks assigned to them. Nevertheless, noticeably, all the participants completed all the tests of the intervention project.

5.3. Intrinsic Motivational inquiry results
5.3.1. Perceived enjoyments/ interests

RQ 3. What factors affect students' motivation to utilize podcasts to learn verb tense and aspect forms?

To answer the third question, the researcher employed statistical distribution SPSS version (29. 2).

Table 1. Interest/ Enjoyment

		1. I enjoyed using podcast/listening in grammar class very much	2. Listening to Podcast was fun to do.	3. I thought this was a boring activity.	4. This activity did not hold my attention at all.	5. I would describe this activity as very interesting	6. I thought this activity was quite enjoyable.	7. While I was doing this activity, I was thinking about how much I enjoyed it.
N	Valid	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0
Mean		5.17	5.38	5.04	5.13	5.25	5.50	5.33
Median		5.00	6.00	5.00	5.00	5.00	6.00	5.00
Mode		5	7	7	6	5	7	5[a]
Std. Deviation		1.274	1.637	1.732	1.513	1.260	1.351	1.308
Range		5	5	6	5	4	4	4
Minimum		2	2	1	2	3	3	3
Maximum		7	7	7	7	7	7	7

Statistics

a. Multiple modes exist. The smallest value is shown

Note: 1= Not at all true,   4= Somewhat True, 7=Very True, Averge= 5.25

The descriptive analysis of Likert scale responses on students' interest and enjoyment in utilizing podcasts revealed that the mean score (5.50) for "I thought that this activity was quite enjoyable" was notably the highest. Learning is fun when learning materials are appropriately selected according to the grade levels of the students. Whereas, the lowest mean score (5.04) revealed in "I thought this activity was boring. Based on the descriptive analysis, "listening to podcasts was fun to do (5.38), while I was doing this activity, I was thinking about how much I enjoyed it(5.33), I thought this was quite enjoyable (5.50) are higher than the average level. This result highlights the higher level of their interest and enjoyment in using podcasts.

Table 2. Perceived Competence

		8. I think I am pretty good at this activity.	9. I think I did pretty well at this activity, compared to other students.	10. After working at this activity for awhile, I felt pretty competent.	11. I am satisfied with my performance at this task.	12. I was pretty skilled at this activity.	13. This was an activity that I could not do very well.
Statistics							
N	Valid	24	24	24	24	24	24
	Missing	0	0	0	0	0	0
Mean		3.63	3.13	4.54	4.96	3.92	4.50
Median		4.00	3.00	5.00	5.00	4.00	5.00
Mode		4	3	4[a]	5	5	6
Std. Deviation		1.313	1.484	1.560	1.334	1.586	1.934
Range		6	6	6	5	6	6
Minimum		1	1	1	2	1	1
Maximum		7	7	7	7	7	7

a. Multiple modes exist. The smallest value is shown

Note: 1= Not at all true, 4= Somewhat True, 7=Very True, Average= 4.11

Based on the identified means scores in (Table. 2), the highest mean score was (4.50) given to (I am satisfied with my performance at this task) and the lowest mean score (3.13) was given to (I think I did pretty well at this activity, compared to other students.). There are three lower and higher than average scores (4.11). However, the result of this study reveals that there are higher perceptions on the perceived competence in using the Podcast instruction.

Table 3. Effort and Competence

		14. I put a lot of effort into this.	15. I did not try very hard to do well at this activity. (R)	16. I tried very hard on this listening and noticing activity.	17. It was important to me to do well at this activity.	18. I did not put much energy into listening to the podcasts. (R)
Statistics						
N	Valid	24	24	24	24	24
	Missing	0	0	0	0	0
Mean		5.33	4.92	5.63	5.58	4.79
Median		5.50	5.00	6.00	6.00	5.00
Mode		5[a]	4	6[a]	7	5
Std. Deviation		1.435	1.472	1.245	1.586	1.560
Range		6	5	4	6	5
Minimum		1	2	3	1	2
Maximum		7	7	7	7	7

a. Multiple modes exist. The smallest value is shown

Note: 1= Not at all true, 4= Somewhat True, 7=Very True, Average=4.79

The mean score of descriptive statistics interpreted that the students tried very hard on this listening and noticing activity. The average score is (4.79) and there was no score lower than the average score. This result significantly revealed that students put their effort into doing well in this activity.

Table 4. Pressure and Tense

Statistics					
	19. I felt nervous at all while listening to the podcasts and looking for the target grammar form. (R)	20. I felt very tense while doing this podcast activity.	21. I was very relaxed in doing these. (R)	22. I was anxious while working on this grammar activity.	23. I felt pressured while listening to podcasts in grammar lessons.
N Valid	24	24	24	24	24
Missing	0	0	0	0	0
Mean	3.96	4.50	5.25	4.42	5.42
Median	4.00	4.00	5.50	4.50	6.00
Mode	3	4	7	4ᵃ	7
Std. Deviation	1.899	1.216	1.847	1.742	1.840
Range	6	5	6	6	6
Minimum	1	2	1	1	1
Maximum	7	7	7	7	7
a. Multiple modes exist. The smallest value is shown					

Note: 1= Not at all true, 4= Somewhat true, 7=Very True, Average=4.71

The highest score (5.42) that explains students felt pressured while listening to podcasts in grammar lessons was credited in the descriptive Statistics while the lowest score (3.96) revealed that few students did not feel nervous while listening to the podcasts in learning grammar lessons. However, checking on the average perception of pressure and tension, the average score (4.71) testified that most students felt pressure while listening and noticing the verb tense-aspect forms.

Table 5. Perceived and Choice

Statistics						
	24. I believe I had some choice about doing this grammar and listening podcast activity.	25. I felt like it was not my own choice to do this task. (R)	26. I didnot really have a choice about doing this task. (R)	27. I felt like I had to do this. (R)	28. I did this activity because I had no choice. (R)	29. I joined this grammar lesson because I wanted to.	30. I joined the podcast and grammar class because I had to. (R)
N Valid	24	24	24	24	24	24	24
Missing	0	0	0	0	0	0	0
Mean	5.04	5.58	5.79	3.88	5.54	5.71	4.96
Median	5.00	6.00	6.00	3.50	7.00	6.50	6.00
Mode	6	7	7	1	7	7	6
Std. Deviation	1.429	1.530	1.641	2.309	2.000	1.732	2.010
Range	6	6	6	6	6	6	6
Minimum	1	1	1	1	1	1	1
Maximum	7	7	7	7	7	7	7

Note: 1= Not at all true, 4= somewhat true, 7=Very True, Average=5.21

The investigation of students' perceived choices in descriptive statistics revealed the highest score (5.79) was displayed in students who did not have a choice about doing this task while the lowest mean score (4.96) showed that students had to join the podcast and grammar class. the average score was (5.21), which was a higher level in the investigation of their perception and choice. This statistic magnified that most students did not have a choice about doing this task.

To summarise the investigation of the Student's IMI test, the study reveals that students highly appreciate their enjoyment and interest, the effort they put to do well in the task, and their value of importance in this activity. On the other hand, some students had a low average score. However, this can be assumed to be affected by the limited time for applying this method and the stories selected for the instruction did not meet their interest. This could be aligned with the study of (Bondin Ladis, 2023),

which suggests that there is minimal emphasis on grammar instruction in the classroom, largely due to teachers' lack of clarity regarding its relevance to reading comprehension. However, learners expressed a keen interest in acquiring more knowledge about teaching grammar and recognized its potential to positively influence on student achievement in reading.

6. CONCLUSION

The present study investigates the effectiveness of podcasts as learning instruments in improving students' verb-tense and aspect forms and their attitude toward podcast-based learning among ESL learners of grade six students. The majority of students demonstrated positive changes, indicating that podcast training can result in considerable improvements in students' grammar test results. Considering the limitations of the small sample size, the results indicate promising outcomes for integrating podcasts into learning grammar. Based on the observation data, the study found that student's participation in class during the discussion, their active cooperative behaviour, and creating sentences throughout the intervention classes. While some students expressed interest in grammar discussions, others reported boredom or restlessness during audio-listening tasks, highlighting the importance of varied instructional approaches to maintain student engagement.

Furthermore, students expressed happiness and satisfaction with their learning experiences, exhibiting high intrinsic motivation towards podcast-based learning. However, some students said that they felt anxious or under pressure when they had to listen, which shows that encouraging learning environments are necessary to reduce performance anxiety. The study highlights the potential of podcasts as efficacious instruments for enhancing students' learning of verb tense and fostering student engagement.

6.1. Recommendations for further research and action plan

Based on the insights and experience gained from the present intervention, teachers should prepare a podcast appropriate to the target grammar discussed to ignite the students' motivation when they see the actual tense aspects in the audio and transcript.

With the interest of the time spent and not to lose the student's interest, the time to listen to the audio recording should be shortened and given more time to make their sentences or paragraphs using the target grammar. Students can be asked to create stories and record them as podcasts.

The researchers would like to suggest that future research could be done with a larger sample size and a longer research time to explore the impact of podcasts on diverse student populations and EFL learners. Additionally, investigating strategies to mitigate performance anxiety and enhance student motivation in podcast-based learning environments would contribute to the continued advancement of language education practices.

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Appendices

Appendix A. Request letter to the principal

De La Salle University
Taft Ave, Manila
Department of English and Applied Linguistics

30th, January, 2024
Sr. Patricia Khin San Myint Sue, SJA
Principal
St. Emilie Learning Center

Dear Sr. Patricia,

Greetings of peace!

We write to you in request of your good office. As we, students of the Action Research course, would like to conduct a research intervention with Grade 6 students in conducting our action research project that is about observing the impact of podcasts in learning verb-tense aspects, analyzing the student's motivation, behaviors in the context of second language classroom.

With this regard, we would like to start our process on February 5 with the following plan.

Dates	Activities		Duration (minutes)
Feb 5	Homogeneity test (low, average, high) & Pretest		45
Feb 6	Tense aspect 1		45
Feb 7	Tense aspect 2		45
Feb 8	Tense aspect 3		45
Feb 19	Tense aspect 4		45
Feb 20	Tense aspect 5	Intervention Lessons 1-9	45
Feb 21	Tense aspect 6		45
Feb 22	Tense aspect 7		45
Feb 23 (26)	Tense aspect 8		45
Feb 27	Tense aspect 9		45
Feb 28	All Tense aspects		45
Feb 29	Post test		45

We hope to hear positive response from you soon. You can message us through one of our proj members, Sr. Lucy Ciang, via email or telephone @ Email : lan_-@dlsu.edu.ph & Cell phone # +63 976 370 5369

Thank you for considering our request and helping us in this endeavor.

Very truly yours,
Ja Nan (Sr. Theresa)   Lan Nai Ciang (Sr. Lucy Ciang)
MATEL student, DLSU   MATEL student, DLSU

Appendix B. Informed consent Form

Informed Consent Form

Dear Participants,

We, Sr. Theresa Ja Nan and Sr. Lucy Ciang are students of the Department of Applied Linguistic Education at the De La Salle University Manila.

This consent form is for our study on "Improving Students' Learning Verb Tense-Aspect Forms through Utilizing Podcasts". We plan to conduct action research with you about observing the impact of podcasts in learning verb-tense aspects, motivational factors, and behaviours in learning verb-tense aspects through podcasts.

Please read this consent form and reflect on whether you want to participate. If you have any questions about this consent form, please do not hesitate to ask us for an explanation. Thank you very much.

Study procedures

1. The participants will take the Homogeneity Test.
2. The Pre-test and Post-Test will be before and after the intervention
3. The participants will learn the target tense aspects during the intervention utilizing podcasts.

Voluntary Participation

Your participation in this study is voluntary. It is up to you whether you decide to participate. You may sign this consent form if you are willing to participate. After signing this consent form, please feel free to withdraw at any time and without giving a reason.

Consent to Participate

I confirm that I have read and understood the information provided or read to me. I consent voluntarily to be a participant in this study.

_____

Signature over the printed name

_____

Day/month/year

Appendix C. Homogeneity Test

Name: _____   Date: _____

Grade level and Section: _____   Score: _____

Nelson Proficiency Test for the Intermediate

Test 200 A

Choose the correct answer. Only one answer is correct.

Last June my brother . . 1 . . a car. He had had an old scooter before, but it . . 2 . . several times during the spring. "What you want is a second-hand Mini," I suggested. "If you give me the money," he said, ". . 3 . . one tomorrow." "I can't give you the money," I replied, "but what about Aunt Myra. She must have enough. We . . 4 . . her since Christmas but she always hints that we . . 5 . . go and see her more often."

We told our parents where we were going. They weren't very happy about it and asked us not to go. So . . 6 . . . But later that same day something strange . . 7 . . . A doctor . . 8 . . us that Aunt Myra . . 9 . . into hospital for an operation. ". . 10 . . go and see her at the same time," said my mother. "You two go today, but don't mention the money."

When we . . 11 . . , Aunt Myra . . 12 . . . "I'm not seriously ill," she said, "but the doctor insists that . . 13 . . to drive my car. You can have it if you promise . . 14 . . me to the seaside now and again." We agreed, and now we quite enjoy our monthly trips to the coast with Aunt Myra.

1
A wanted to buy
B wanted buying
C liked to buy
D liked buying

2
A was breaking down
B was breaking up
C had broken down
D had broken up

3
A I get
B I'm getting
C I'm going to get
D I'll get

4
A are not seeing
B haven't seen
C didn't see
D don't see

5
A should
B shall
C would
D will

6
A that we haven't
B that we didn't
C we haven't
D we didn't

7
A occurred
B took the place
C passed
D was there

8
A rang for telling
B rang to tell
C rung for telling
D rung to tell

9
A had gone
B had been
C has gone
D has been

10
A We may not all
B We can't all
C All we can't
D All we may not

11
A have come there
B were arriving
C got there
D came to there

12
A was seeming quite happily
B was seeming quite happy
C seemed quite happily
D seemed quite happy

13
A I'm getting so old
B I'm getting too old
C I get so old
D I get too old

14
A taking
B bringing
C to take
D to bring

Choose the correct answer. Only one answer is correct.

15 Can this camera . . . . . good photos?
  A make   B to make   C take   D to take

16 Who was the first person . . . . . today?
  A spoke to you   B you spoke to   C you spoke   D whom you spoke

17 I can't find the book . . . . .
  A nowhere   B everywhere   C anywhere   D somewhere

18 There was a house at . . . . .
  A the mountain foot   B the foot of the mountain
  C the feet of the mountain   D the mountain's foot

19 A person who talks to . . . . . is not necessarily mad.
  A himself   B oneself   C yourself   D itself

20 I'll be 13 tomorrow, ...?
  A am I   B aren't I   C won't I   D will I

21 Did you hear . . . . . Julie said?
  A what   B that   C that what   D which

22 Spanish people usually speak . . . . . than English people.
  A quicklier   B more quicklier   C more quickly   D more quicker

23 That old lady can't stop me . . . . . the tennis match on my radio.
  A to listen   B listening   C listen to   D listening to

24 I haven't got a chair . . . . .
  A to sit   B for to sit on   C to sit on   D for sitting

25 . . . . . at the moment, I'll go to the shops.
  A For it doesn't rain   B As it doesn't rain
  C For it isn't raining   D As it isn't raining

26 Bill drinks . . . . . whisky.
  A any   B none   C too many   D so much

27 . . . . . are very intelligent.
  A Both of them   B Both them   C Both they   D The both

28 In a shop . . . . . customers.
  A it is important pleasing   B it is important to please
  C there is important pleasing   D there is important to please

29 Don't leave your shoes on the table.
  A Put off them!   B Take them off!   C Pick them off!   · D Pick up them!

30 . . . . . in my class likes the teacher.
  A All persons   B All pupils   C Everyone   D All people

31 We expected about 20 girls but there were . . . . . people there.
  A another   B others   C some   D more

7

32 Your bicycle shouldn't be in the house!
A Take it out!   B Get out it!   C Put it off!   D Take away it!

33 What time does the bus . . . . . Bradford?
A go away to   B go away for   C leave to   D leave for

34 She . . . . . be Canadian because she's got a British passport.
A can't   B isn't able to   C mustn't   D doesn't need

35 "Our daughter . . . . . ", they said.
A was born since three years   B is born for three years ago
C was born three years ago   D has been born since three years ago

36 When . . . . . English?
A has he begun to study   B has he begun study
C did he begin to study   D did he begin study

37 Do you want some cheese? No, ...
A I've some still   B I still have much
C I don't want   D I've still got some

38 Brenda likes going to the theatre and . . . . .
A so do I   B so go I   C so I like   D so I am

39 . . . . . from London to Edinburgh!
A How long there is   B What a long way it is
C What distance is there   D How long is

40 He's a good guitarist, but he plays the piano . . . . .
A quiet well   B too hardly   C very good   D much better

41 When you go to the shops, bring me . . . . .
A a fruit tin   B a fruits tin
C a tin of fruit   D a tin of fruits

42 Molly doesn't eat fish.
A So doesn't John.   B Neither does John.
C John doesn't too.   D John doesn't that either.

43 The airport is five miles . . . . .
A away from here   B from here away
C far from here   D far away from here

44 Please ask . . . . . and see me.
A to Bill to come   B Bill to come
C to Bill come   D Bill come

45 She always buys . . . . . my birthday.
A anything nice to   B anything nice for
C something awful to   D something awful for

46 Aren't they friends . . . . . ?
A of yours   B of you   C to yours   D to you

8

47 She hardly ever eats . . . . . potatoes.
A or bread or   B bread or
C neither bread or   D neither bread nor

48 This is the record we . . . . .
A like so much   B are liking so much   C like it much   D are liking it much

49 She's going to buy . . . . . new trousers.
A some pair of   B some   C a couple of   D this

50 Is she going to school? No, ...
A she doesn't   B she's cycling   C she gets by bus   D to the shops

Appendix D. Pretest/Postest

Test on verb tense forms
Form 10

1. **Put each verb in brackets into a suitable tense and form.**

Last year I (1 have) _____ a piece of good luck. One day I (2 work) _____ in the bank as usual, when I (3 get) _____ a phone call from the football pools company. They (4 tell) _____ me I (5 win) _____ a large amount of money on the football pools. A few weeks later I (6 decide) _____to give up work and buy a house in the country. Now I (7 live) _____ in a small village in the west of England. Since I (8 move) _____to the country I (9 learn) _____ a lot about wild animals and flowers. I (10 not have) _____ time for that kind of thing when I (11 live) _____ in London. I (12 also change) _____ my daily routine a great deal. Now I (13 spend) _____ most of my day painting. In the last few months I (14 paint) _____some quite good portraits of my neighbours, and next month I (15 have) _____ an exhibition in nearby town. Sometimes I (16 miss) _____ my old life, but I (17 not go)_____ back to London for months. I (18 think) _____that most people (19 do) _____ the same as me if they (20 have) _____ the chance.

2. **Put each verb in brackets into a suitable tense.**

Last week I (1 walk) _____home after playing tennis when it (2 start)_____ raining very heavily. 'Oh no, I (3 get) _____ soaked before I (4 reach) _____ home,' I thought. 'I wish I (5 remember)_____ to bring my raincoat.' But unfortunately I (6 leave) _____ it at home. 'How stupid of me! I (7 always forget) _____ to bring it with me.' Luckily just then a friend of mine passed in her car and offered me a lift. '(8 you go) _____ home?' she asked, 'or (9 you want)_____ to go for a drink?' 'I think I'd rather you (10 take) _____ me home,' I said. 'If I (11 not change)_____ my clothes, I know I (12 fall)_____ill, and then I (13 not be able) _____ to play in tennis tournament next week. And I (14 practise) _____ hard for the last month.' 'I (15 wait) _____for you to change if you (16 like)_____,' she told me. 'I think it's time you (17 relax) _____for a change. You (18 worry) _____ too much about things lately. And people who (19 worry) _____ too much (20 fall)_____ ill more easily. It's got nothing to do with the rain!'

Appendix E. *Participants Demographics*

Students	Age	Grade Level		
S1	11	Grade VI		
S2	11	Grade VI		
S3	11	Grade VI		
S4	11	Grade VI		
S5	11	Grade VI		
S6	11	Grade VI		
S7	11	Grade VI		**Level of students based on Homogeneity Test Result**
S8	11	Grade VI		
S9	11	Grade VI		
S10	11	Grade VI		Low Ability Learner
S11	11	Grade VI		
S12	11	Grade VI		Moderate Ability Learner
S13	11	Grade VI		
S14	11	Grade VI		High ability Learner
S15	11	Grade VI		
S16	11	Grade VI		
S17	11	Grade VI		
S18	11	Grade VI		
S19	11	Grade VI		
S20	11	Grade VI		
S21	11	Grade VI		
S22	11	Grade VI		
S23	11	Grade VI		
S24	11	Grade VI		

Appendix F. *Timeline of the Action Research Intervention*

Dates	Activities	Duration (minutes)
8th, February, 2024	Homogeneity test (low, average, high)	45
12th, February	Pretest	45
13th, February to 6th, March (three weeks)	Tense aspect 1 to Tense aspect 9 (intervention)	45
7th, March, 2024	Post test	45

Appendix G. *Normality Test*

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.116	24	.200[*]	.972	24	.713
Posttest	.099	24	.200[*]	.968	24	.625

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix H. *Wilcoxon Signed Rank Results*

NPar Tests

[DataSet1]

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	5[a]	12.60	63.00
	Positive Ranks	17[b]	11.18	190.00
	Ties	2[c]		
	Total	24		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Test Statistics[a]

	Posttest – Pretest
Z	–2.068[b]
Asymp. Sig. (2–tailed)	.039

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Appendix I. *The Mean Difference (Gain score) of Each Students*

Students	Pretest	Posttest	Gain Score		Level of students based on Homogeneity Test Result		
S1	9	15	6				
S2	17	19	2				
S3	12	16	4				
S4	10	14	4				
S5	3	4	1				
S6	9	11	2				
S7	20	25	5				
S8	18	20	2				
S9	13	I3	0			Low Ability Learner	
S10	14	9	-5				
S11	19	17	-2				
S12	15	18	3			Moderate Ability Learner	
S13	12	I2	0				
S14	12	I3	1			High ability Learner	
S15	10	I2	2				
S16	9	I4	5				
S17	18	I4	-4				
S18	11	19	8				
S19	12	18	6				
S20	13	14	1				
S21	22	19	-3				
S22	17	18	1				
S23	14	11	-3				
S24	14	17	3				

Appendix J. *The Mean Difference according to Ability Levels*

Abilitiy Levels	Mean Difference
High	0.84
Moderate	0.91
Low	3.43
Total	1.62

AUTHORS' BIOS

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