



**UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN.
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS.
DEPARTAMENTO DE INGLÉS.**

**The Impact of Podcasts in Chilean Higher Education EFL Students' English Self-
Efficacy**

Tesis para optar al grado de Magister en Enseñanza – Aprendizaje de Inglés (TEFL)

Autor: Diego Muñoz Mejías.

Profesora Guía: María Eugenia Hernández

SANTIAGO DE CHILE, SEPTIEMBRE 2021.

Hoja autorización.

© 2021, Diego Muñoz Mejías.

Se autoriza la reproducción total o parcial de este material, con fines académicos, por cualquier medio o procedimiento, siempre que se haga la referencia bibliográfica que acredite el presente trabajo y su autor.

Acknowledgments

I would like to thank my 3-years-ago self, without whose determination to study again, this work would never have been possible. Also, I would like to thank my family, friends, and my loving partner Nicole for their support and understanding during these years.

Additionally, I would like to recognize UMCE teachers for their enlightenment throughout this master's degree, specially to Mr. Edwin Abbet, Mr. Pablo Corvalán, Miss. Veronica Gonzalez Temer, Miss. Lery Mejías, and Miss. Andrea Valenzuela. I gratefully and particularly acknowledge the help provided by Miss. Maria Eugenia Hernandez for her valuable suggestions and positive feedback. All of them sparked a light in me that I hope I can use to illuminate others.

Finally, and although he can't read, many thanks to my dog Max for always lying next to me and forcing me to take him out for walks, I never realized that it was me who was being taken out to clear my mind in moments of disarray.

To all of you, thank you.

Table of contents.

Hoja autorización	II
Acknowledgments	III
Abstract	V
Abstract.	VI
Introduction	1
Literature Review	3
Podcasts in language learning.	4
Self-efficacy in language learning.....	6
Research Question.....	8
Research Question.....	8
Methodology	9
Design.	9
Participants.....	10
Materials.....	10
The questionnaire of English self-efficacy (QESE).....	10
Validation of the questionnaire.	12
Procedure.....	12
Results	14
Data analysis.	33
Conclusions	37
Appendixes.....	43
Appendix 1: Original version of the QESE used by Wang (Wang, Kim, Bong, & Ahn, 2012).	43
Appendix 2: Adaptation of the QESE used in this study.	44
Appendix 3: Spreadsheet with results of the pre and post-test, divided by questions.	45
Appendix 4: Letter of instrument validation.	46
Appendix 5: Letter of instrument validation’s response.	49

Abstract

Due to the COVID-19 pandemic and the restrictions it caused, education underwent one of its most radical transformations by forcing teachers and students to switch to online learning. This shift, and the concern this disease has caused in students has had an impact on their emotional well-being, which is directly correlated with the perceptions they have of their own capabilities, also known as self-efficacy (Bandura, 1977, 1981, 2006). Amid this scenario, technology has provided different tools that attenuate the implications of this pandemic and stimulate students' motivation and confidence, and podcasts have proven to have a positive impact not only on students' attitudes but also on their academic performance in EFL lessons (Bee Hong 2012; Kelly & Klein, 2015; Diez and Ritchers, 2020). The following research studied the impact that listening to language learning podcasts had on Chilean higher education students' English self-efficacy. This study was conducted using a pretest-posttest quasi-experimental design, and data was collected using an adapted version of Wang's (2004) Questionnaire of English Self-Efficacy (QESE). The participants of this study were 33 students enrolled in the program International Tourism Management at a higher education institute in Santiago, Chile. The intervention was carried out online using Microsoft Teams, due to the COVID-19 lockdown. Students answered the pre-test drafted in Google Forms, then they listened to 2 podcasts weekly for 4 weeks, and finally they completed the post-test. Results showed a significant increase on students' English self-efficacy, after the treatment. This research contributes to widen the scope of resources lecturers can use not only to improve students' English language level, but also to counter the lack of self-efficacy this pandemic has caused (Aguilera-Hermida, 2020).

Keywords: Podcasts, Self-efficacy, Chilean students, higher education.

Abstract.

Debido a la pandemia del COVID-19 y las restricciones que esta causó, la educación pasó por una de sus transformaciones más radicales al forzar a profesores y alumnos a cambiarse a la modalidad de clases virtuales. Este cambio, junto con la preocupación que esta enfermedad ha causado en los estudiantes, ha tenido un impacto en su bienestar emocional, lo que está directamente correlacionado con las percepciones que tienen acerca de sus propias capacidades, lo que también se conoce como autoeficacia (Bandura, 1977, 1981, 2006). En este escenario, la tecnología ha proveído diferentes herramientas que atenúan las implicancias de esta pandemia y estimulan la motivación y la confianza de los estudiantes, y los podcasts han demostrado tener un impacto positivo no sólo en la actitud de estos, sino también en su desempeño académico en clases Inglés como lengua extranjera (Bee Hong 2012; Kelly & Klein, 2015; Diez and Ritchers, 2020). La siguiente investigación estudió el impacto que tienen los podcasts de aprendizaje de idiomas en la autoeficacia en Inglés de alumnos Chilenos de educación superior. Este estudio se llevó a cabo usando un diseño cuasi-experimental con un pre-test y un pos-test, y la información fue recogida utilizando una adaptación del Cuestionario de Autoeficacia en Inglés de Wang (2014). Los participantes en este estudio fueron 33 alumnos cursando la carrera de Administración Turística Internacional en un instituto de educación superior ubicado en Santiago, Chile. La intervención fue realizada de manera online utilizando Microsoft Teams, producto de la cuarentena por COVID-19. Los estudiantes respondieron el pre-test, entregado en formato Google Forms, luego escucharon 2 podcasts semanales durante 4 semanas, y finalmente completaron el post-test. Los resultados mostraron que luego de la intervención, hubo un aumento significativo de la autoeficacia en Inglés en los estudiantes. Esta investigación contribuye a aumentar el abanico de recursos del que los profesores disponen, no sólo para mejorar el nivel de idioma Inglés de sus estudiantes, sino también para contrarrestar la falta de autoeficacia que esta pandemia ha causado (Aguilera-Hermida, 2020).

Palabras clave: Podcasts, Autoeficacia, Estudiantes Chilenos, Educación Superior.

Introduction

Humanity is now undergoing its probably most intense technological revolution in Language Learning, not only due to the constant innovation in the area of technology, but also because of the current pandemic and how teachers and students were forced to remote learning and teaching. If before the COVID 19 pandemic there was common agreement on the benefits of the inclusion of technology in the class, after the pandemic, the entire educational system was forced to approach education differently, embracing technology as its main facilitator. As in most subjects, In EFL classes, teachers had to struggle with the confusion that this new approach brought about, considering that most of the students were not prepared, neither emotionally nor technologically to face this new scenario. Students experienced higher levels of anxiety and stress than prior the pandemic (Akhtarul Islamet al., 2020; Husky et al., 2020); moreover, learners' motivation, cognitive engagement and self-efficacy decreased after the transition to online classes (Aguilera-Hermida, 2020). Many of them even had low expectations on the quality of lessons in this new system (Aguilera-Hermida, 2020). Due to this, students had to deal with the pandemic both physically, being locked in their houses and avoiding getting infected, and also mentally, with the psychological pressure caused by this disease (Cao, 2020).

The importance of context and health (both physical and mental wise) are considered by Professor Albert Bandura (2006) as a key factor affecting the students physiological and emotional states, both of which have a direct impact when developing or mantaining high levels of self-efficacy, which can make a real difference in the way a student approaches a lesson or a task. A student with high self-efficacy beliefs willingly takes on challenging tasks and demonstrate lower levels of anxiety (Bandura & Schunk, 1981) (Schunk, 1983). On the contrary, learners who hold low self-efficacy beliefs, do not like to face challenges and usually avoid difficult tasks (Schunk, 1990), therefore, in a difficult and challenging situation as COVID-19 it is ideal to be able to boost students' self-efficacy.

As a Chilean teacher of English as a foreign language, I had to reinvent my classes not only to make them more appealing for students in this new normal, but also to persuade them and make them believe they can still perform well under the current circumstances. Therefore,

this researcher saw this pandemic as an opportunity to innovate and revitalize English learning through new technological tools that could be incorporated to class. In light of the sources I had found for my independent learning of Portuguese during COVID-19 pandemic, podcasts were an easy-access, easy-to-produce material to enhance a learner's language proficiency in a foreign language.

Consequently, after discovering podcasts for language learning, and considering the popularity podcasts have gained in Chile (Grey, 2019) along with the need to strengthen students' beliefs in their own capabilities, it was possible to think that Chile is an ideal setting to conduct a study that could investigate the impact of podcasts on Chilean students.

To be more precise, this researcher considered important to study the impact of language learning podcasts on students' self-efficacy beliefs.

Literature Review

In order to understand the nature of podcasts and why their impact in EFL lessons was worth to be studied in Chile, a brief account on the literature that grounded this proposal, as well as some of the research that has been done in the area of podcasts as a language learning material, will be delivered.

The Cambridge Dictionary defines a podcast as "a radio program that is stored in a digital form that you can download from the internet and play on a computer or an MP3 player" (Cambridge Dictionary, 2020). The term podcasting was coined by Ben Hammersley in 2004, he combined the words *iPod* and *broadcast* to refer to the early stages of this format, where people could download audio files from the internet, namely, radio shows, videos they liked, etc., onto their MP3 devices. This format allowed the listener to enjoy a radio broadcast asynchronously, and content-creators could now edit their audio files after being recorded, a non-existing possibility in a regular live radio broadcast. Due to the popularity of this broadcast medium, the term podcast was designated as the Word of the Year in 2005 (BBC News, 2005). Initially, most people listened to this medium in their MP3 players after downloading it, but advances in technology have facilitated the accessibility to this format, in particular, the growth in the use of smartphones and portable devices, along with the increase of in-car listening. In fact, the number of people who listened to podcasts almost doubled in the US, from 9,7% in 2008 to 15% by January 2015 (Pew Research Center, 2015).

In recent years, podcasts have increased their popularity worldwide and there is a steep growth on the number of podcasts available online. From 550.000 podcasts in 2018 to over 1.000.000 as of April 2020 (Winn, 2020). Although most of the podcasts are pure audio, the format has opened to new enhancements such as including video, pictures, slideshows, and PowerPoint presentations. These audio files have gained such popularity that, in April 2020, Netflix released *The Midnight Gospel*, which is an animated series that uses actual podcasts from *The Duncan Trussell Family Hour*, including animations that do not necessarily match the conversation, which allows the viewer to experience a podcast with a visual colouring.

In Chile, podcasts have gained much popularity in recent years. For instance, in 2019 Chile became the top growing country that had shown the biggest month over month growth in

podcasts listeners, worldwide (Grey, 2019). Moreover, after searching the word *podcasting* in Google Trends, Chile appears as the world's top country with most Google searches using this word (Google Trends, 2021). In 2021, the Media Agencies¹ Association published a study about audio consumption in Chile and results revealed that 51% of the participants listened to podcast more than prior the pandemic, 61% of them stated that they listen to podcasts between 1 or 5 hours a day, and most of them use Spotify and YouTube for this. In addition, most of the participants affirmed that they choose to listen to podcasts when they have free time, while travelling, or doing housework. (Asociación Agencias de Medios, 2021)

This format offers us mobility and the possibility to listen to it whenever we have time, there is no need to tune-in to a radio station at a certain time of the day. In fact, most of the listeners in the US state that they listen to podcasts while at home, and many prefer to listen to podcasts while doing housework or driving their cars (Edisonresearch, 2019). Along the reasons why people listen to podcasts, three out of four listeners seize to learn new things (Watson, 2020).

The constant growth in podcasts listeners and creators, as well as the audience's willingness to learn while having a good time listening to these materials, constitute a fertile ground for its inclusion as a learning tool for EFL students.

Podcasts in language learning.

The theme of a podcast can be about anything; politics, sports, humour, cooking tips, esoteric stories or anything that could be transmitted through words. As a means to distinguish from the many resources available for language learners, Rosell-Aguilar (2007) categorized podcasts into two groups: content provided by native speakers not intended to teach language, and teaching content specifically designed for language learners. This last group was subdivided into two groups: podcasts designed for specific audiences, namely, teachers recording for their students, students-made podcasts to be used in their classes or institution podcasts for its students; and public podcasts intended to help independent learners which are not necessarily part of an institution.

¹ Loosely translated by the author.

Regarding the inclusion of this technology in language learning, many studies have been carried out to measure the impact podcasts have students leaning English.

Ho Ching Li (2010) required that 6 secondary students, in Hong Kong, with different levels of English attend a laboratory with all the necessary equipment to listen to podcasts. Participants were given a list of podcasting websites and were able to choose the one that best fit their interests. After 6 weeks, he interviewed them. Results showed that all of them perceived that these audio files could help them increase their listening skills and that they were willing to continue listening to podcasts after the study.

Kelly and Klein (2015) conducted a research project in the United States in order to study the impact of podcasts in the confidence of 35 undergraduate students learning Chinese. The researchers took a pre and post-test, and students were required to listen to 10 grammar podcasts during the interventions. Results indicated that listening to grammar podcasts contributed to improving students' speaking skills as well as their confidence.

The positive impact podcasts could have on learners' speaking achievement was also studied by Samad, et al., (2017) in Indonesia where, after three treatments including podcast-based activities, learners showed improvement in their fluency and pronunciation, as well as their confidence. In Diez and Ritchers (2020), it was observed how Spanish students learning French as a foreign language, recorded podcasts and, with the help of their teacher, corrected their oral performance, improving their speaking skills.

The use of this material seems to generate a positive impact that goes beyond oral proficiency. Studies like Hasan and Bee Hoon (2012) in Malaysia, and Rostami et al., (2017) in Iran, documented that students enjoyed listening to podcasts and it stimulated their interest and motivation in learning English. In other studies, such as in Almaqrn and Alshabeb (2017) in Saudi Arabia, the researchers interviewed students after using podcasts in their English classes, learners believed that the use of these audio files could help them improve their English language skills. They had a good perception of the effectiveness of these materials in their learning.

The aforementioned studies, shed light on how podcast tend to have a positive impact not only in English proficiency but also in the way a student emotionally approaches its own learning, stimulating its motivation and confidence. Considering this, it could be expected that the inclusion of podcasts could enhance students' convictions and expectations to successfully learn or complete a specific task. This appraisal over one's capabilities is defined by Albert Bandura (1977) as self-efficacy.

Self-efficacy in language learning.

In his theory of self-efficacy, Albert Bandura (1977, 1981, 2006) explains that people's perceptions of their own competences play a key role in human functioning. Efficacy beliefs influence whether people will be optimistic or pessimist towards executing given types of performances, it will alter the goals they set for themselves, their commitment, and their course of action. It will affect the amount of effort and time they put forth, the outcomes they expect their efforts to bring out and their resilience when the results are not what they expected. Different studies have confirmed self-efficacy to be a key factor that affects students' interest, perseverance, effort, use of self-regulated strategies when performing a task, and goals (Pajares, 1996; Linnenbrink & Pintrich, 2003); therefore, self-efficacy constitutes a decisive component of the learning process.

In the academic context, students with high levels of self-efficacy apply more cognitive and metacognitive strategies, and persist longer in adverse situations, compared to less efficacious learners (Collins, 1982; Pajares, 2008; Schunk, 1990; Zarei & Gilanian, 2015; Shi, 2018).

Zimmerman & Martinez-Pons (1990) studied the differences in self-regulating strategies of fifth-, eight- and eleventh-grade students from different racial and socio-economic backgrounds. They concluded that students' efforts to set goals, self-monitor, self-instruct and self-reinforce their learning, were directly associated with high self-efficacy in Mathematics.

In the area of language learning, self-efficacy has also proven to be important in terms of the correlation between self-efficacy perceptions and proficient academic achievement. Mills, Pajares and Herron (2006) concluded that self-efficacy and French listening and writing, were positively related. Rahimi and Abedini (2009) noticed how listening achievement differed

significantly across EFL students with high and low self-efficacy, and Chen (2007) concluded that self-efficacy plays a crucial role in affecting language learning outcomes, and language achievement would increase considerably if students perceived themselves efficacious in performing given language tasks. Similar conclusions were reached by Tilfarlioglu and Ciftci (2011) after studying the relationship between self-efficacy and academic success in EFL classrooms in Turkey. More recently Wijaya (2021) investigated English Education Master Students' perceptions of their self-efficacy in academic reading, results revealed that self-efficacy enabled graduate university EFL students to be more proficient L2 readers.

Research Question

The increase in podcast listeners in Chile during the last two years, as well as the positive results podcasts have triggered in learners in several countries, not only in terms of English proficiency but also in the students' attitude towards the language process, implies that this technology is beneficial for language learners. In addition, these audio files have also proven to have a positive impact on students' self-efficacy, which consequently, boosts their language achievement. Considering all these factors, it is possible to think that Chilean learners' English self-efficacy could greatly benefit from the inclusion of podcasts as language learning material.

Additionally, during the COVID-19 pandemic, the need for more sources that could prompt students' willingness to continue learning despite the unfavourable circumstances, started to increase. Many teachers started to share strategies in order to counter the lack of disposition they saw in their learners and there was common agreement on the need to go beyond the PPT and try out and reinvent materials. Amid this scenario, podcasts offer a free source, available for students in different platforms they can easily access through their portable devices.

Research Question.

The current research aimed to answer the following question:

- Are podcasts effective for increasing Chilean EFL students' English self-efficacy?

Methodology

Design.

This study was based on a pretest-posttest quasi-experimental design. It was decided to work under this type of research since as Pedhazur and Schmelkin (1991) explain a quasi-experimental study possesses all the elements of an experimental design, except that the participants are not randomly assigned. This vision of quasi-experimental designs is consistent to what Hedrick et al (1993) suggests. He explains that quasi-experimental studies have the same purpose as experimental research, which is to investigate a relation between two or more variables. Hedrick mentions that when random assignment is impossible, quasi-experiments allow researchers to measure the impacts of a treatment or program. Along similar lines, Arnau (1995) reinforces the idea that this type of research is the one where the assignment criteria is not based on randomization.

In this investigation, it was impossible to randomly assign participants and create a control and experimental group with an equal number of members. Students were already split in two different sections, with different timetables, availability, and a considerably unequal number of students per section, hindering the uniform distribution of participants. Additionally, this study aimed to evaluate the effectiveness of podcasts as an educational intervention for all students, and therefore, all students were considered.

This study used a pre-test to measure students English' self-efficacy in an untreated control condition, and then a post-test to study this under treatment condition.

Both sections had the same teacher, class materials, teaching strategies and assignments. During the interventions students were asked to listen to two episodes of a language learning podcast asynchronously, and then, participate in a synchronous lesson where the contents of the course were going to continue being covered, but this time, devoting the final forty minutes of the class to discuss the podcast episodes, answering questions previously created by the researcher, but allowing them to further expand the discussion.

Participants.

The participants in this study were 33 students enrolled in the program *International Tourist Administration*² offered by INACAP³ a private institute located in Puente Alto, in the city of Santiago, Chile. Students were on the fourth level of their English subject called *Applied English for Tourism and Hospitality*.

Materials.

Concerning the materials needed to carry out this study, there must be a distinction between researchers and participants' materials.

The researcher's materials included 8 episodes of the podcast *6-minute English* by BBC, the Questionnaire of English Self-Efficacy (QESE) which acted as pre and post-test, and the necessary equipment to connect and conduct the class. The researcher also needed the podcasts' transcriptions which were available at *6-minute English* official website, these transcriptions were delivered to students as well as a link to access the audio files.

Students needed internet connection and a portable device that allowed them to listen to the podcasts and read the transcriptions, connect to classes, and participate on them.

The questionnaire of English self-efficacy (QESE).

The Questionnaire of English Self-Efficacy was developed by Wang (2004) and consists of 32 items. Each item aims at measuring students' judgements about their capabilities to carry out certain tasks using English as a foreign language in the context areas of listening, speaking, reading, and writing. The scale is measured on a 7-point rating scale from 1 (I cannot do it at all) to 7 (I can do it very well) and designed to measure the following four areas: (a) self-efficacy for listening (Items 1, 3, 9, 10, 15, 22, 24, and 27); (b) self-efficacy for speaking (Items 4, 6, 8, 17, 19, 20, 23, and 30); (c) self-efficacy for reading (Items 2, 12, 16, 21, 25, 26, 29, and 32); and (d) self-efficacy for writing in English (Items 5, 7, 11, 13, 14, 18, 28, and 31). In order to

² Loosely translated by the author.

³ The name INACAP is the acronym in Spanish for Instituto Nacional de Capacitación (National Training Institute), which started as a state company in 1966 but was then sold to private operators in 1981.

differentiate self-efficacy from other self-referent areas (self-esteem, self-concept), Wang developed these 32 items through interviews, focus groups, observations, and consultation with experts in educational psychology and second language learning.

The original version of this questionnaire aimed at children language learners in the United States, and, since its creation in 2004, the QESE has been adapted for children and adult students in Korea, China, and Germany (Li & Wang, 2010; Wang & Kim, 2011; Wang, Schwab, & Fenn, 2011).

In 2012, Chuan Wang adapted the QESE for students in Korea (see Appendix 1). In this study, he researched the measurement properties of this questionnaire. Results showed that QESE largely satisfies de Rasch model for unidimensionality and it appears to be a reliable measure of students' self-efficacy beliefs in learning a second/foreign language.

This research used the QESE that Wang used in 2012 (see Appendix 1), adapting it to adult Chilean students (see Appendix 2).

Previous researchers in United States, China, Korea, and Germany adapted some elements of the 32 items. For example, they changed Pokemon (originally included in the first version of the questionnaire), to Facebook, Twitter, and blogs. In Chinese, one item was written as “Can you understand English articles about Chinese culture?” In Korean, the item was changed to “Can you understand English articles about Korean culture?” Finally, in German, the item was worded as “Can you understand English articles about German culture?”. By doing these changes, researchers fitted the instrument into the cultural context of their target populations.

In the case of the investigation this researcher will conduct, adaptations will be considered in order to address the following principles: First, to diversify the English referents: from *American*, to *English-speaking countries*. This will be done since participants in this study may have access to multiple different variations of English from many different countries (items 3 and 10). Second, to consider participants' language learning context: from *Korean Culture* to *Chilean Culture* (item 29). Third, to take into account the type of institution where the

participants study: from *University*, to *Institute* (Items 4, 6 and 15). Fourth, to take into consideration words and expressions the students are more familiar: from *compose* to *write*, or *describe the way to give directions* (Items 5, 6, 26 and 28). Fifth, to specify and generalize options or provide examples: from *radio programs in English-speaking countries*, to, *radio programs from English-speaking countries* (since you will not necessarily be in an English-speaking country when you listen to a radio program), and from *can you introduce your teacher*, to, *can you introduce someone*, etc. (Items 7, 9, 10, 19, 26 and 31). To make adaptations even clearer, these were highlighted (see Appendix 2).

Validation of the questionnaire.

Before carrying out the data collection, this adaptation was validated by experts of Universidad Metropolitana de Ciencias de la Educación, located in Santiago, Chile. The procedure consisted in writing a validation letter (see appendix 4) explaining the QESE and all the adaptations and rationale behind each modification made for the purposes of this research. The suggestions made by these experts resulted in the modification of the questionnaire and its consequent validation (see appendix 5).

Procedure.

Due to COVID-19 restrictions, the institute where this study was conducted had adopted the flipped classroom methodology and students were having one synchronous and one asynchronous class each week. The researcher conducted the pre-test in a synchronous lesson where students answered the QESE drafted in Google Forms, then, the links and transcriptions of the first two podcasts were delivered. Students were able to make use of the asynchronous lesson to listen the audio files. The next synchronous lesson was planned in order to cover the program's contents and the podcasts discussion. This was repeated for four weeks, totalling eight podcast episodes.

Once students had gone through the four sessions, the post-test was implemented, also, in a synchronous lesson. Both, pre and post-tests were taken during a synchronous lesson in case there was a student who had difficulties accessing the link and required assistance

The scores were then correlated and associated to see whether the inclusion of podcasts as learning material increased students' English self-efficacy.

Results

The information gathered will now be presented in order to detect the extent to which the use of podcasts had an impact on students' self-efficacy. The results of the 32 questions will be presented, showing the results of the pre and post-tests in a pie chart.

Question 1. Can you understand stories told in English?

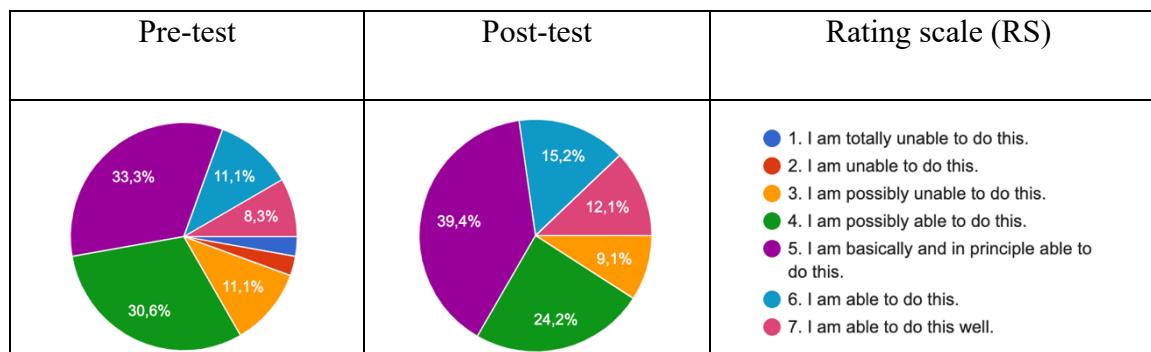


Figure 1.

This question measured self-efficacy for listening skills. The pie chart shows how the rating scales 1 and 2, which represent the lowest appraisal over one's capabilities, chosen by 2,8% of students in the pre-test, decreased to 0% after the treatment. RSs 3 and 4 also fell, from 11.1% to 9.1% and from 30.6% to 24.2% respectively. Finally, results in 5, 6 and 7 grew in the post test: RS 5 went up from 33.3% to 39.4%, RS 6 from 11.1% to 15.2% and RS 7 from 8.3% to 12.1%.

Question 2. Can you do homework/home assignments alone when they include reading English texts?

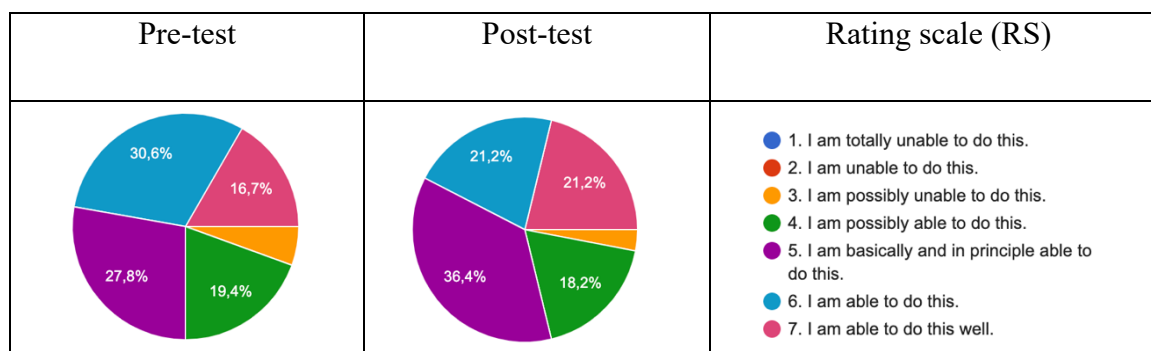


Figure 2.

Question 2 measured self-efficacy for reading skills. No students chose RS 1 or 2 in the pre-test, and 5,6% of them selected 3 as the RS that represented best their self-efficacy estimation. In the post-test, RSs 1 and 2 remained in 0% and RS 3 decreased to 3%. In the case of RT 4, it also decreased from 19.4% to 18.2%. RS 5 rose from 27.8% to 36.4%. RS 6 fell from 30.6% to 21.2%, and RS 7 grew from 16.7% to 21.2%.

Question 3. Can you understand English spoken TV programs?

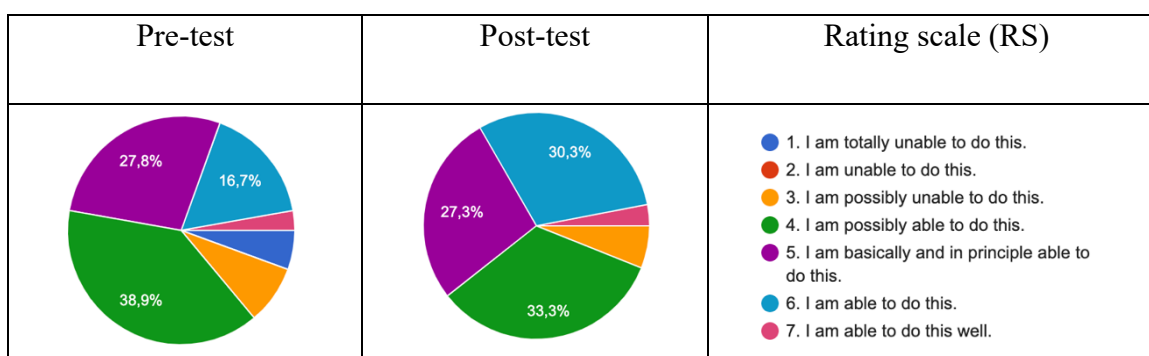


Figure 3.

Question 3 measured self-efficacy for listening skills. Results show that 5,6% of students chose RS 1 in the pre-test and 0% in the post-test. RS 2 remained 0%. RS 3 went down from 8.3% to 6.1%. In the case of RS 4, 38.9% of students chose it in the pre-test and 33.3% after the treatment. There was a slight decrease in RS 5, from 27.8% to 27.3%. RS 6 almost doubled its results in the pre-test, from 16.7% to 30.3% of the total share. Finally, RS 7 rose from 2.8% to 3%.

Question 4. Can you describe your institute to other people in English?

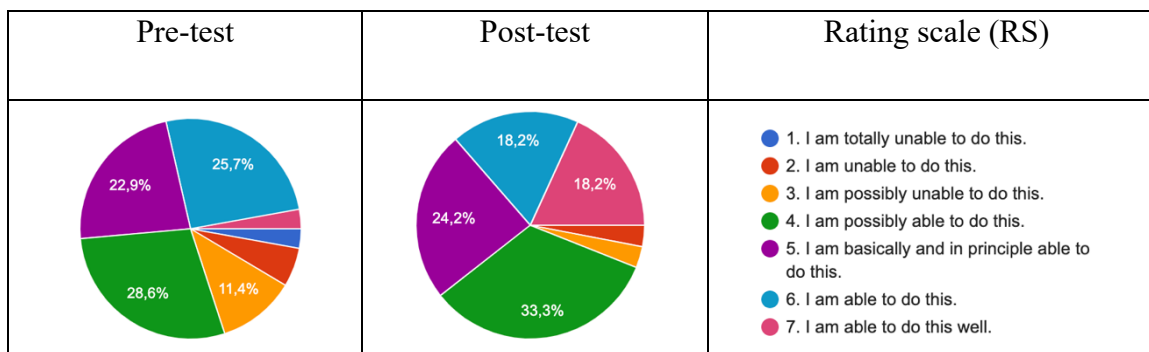


Figure 4.

This question measured self-efficacy for speaking skills. The pie chart shows how RSs 1, 2 and 3 decreased their percentage in the post test. RS 1 went from 2.9 to 0%, RS 2 from 5.7% to 3%, and RS 3 from 11.4% to 3%. There was a slight rise in RSs 4 and 5, from 28.6% to 33.3%, and from 22.9% to 24.2% respectively. In the case of RS 6, it fell from 25.7% to 18.2%. The final RS, number 6, had the biggest increase comparing the pre and post-test. It went from 2.9% to 18.2 %.

Question 5. Can you write messages in English on the internet? (Facebook, Instagram, blogs, etc)

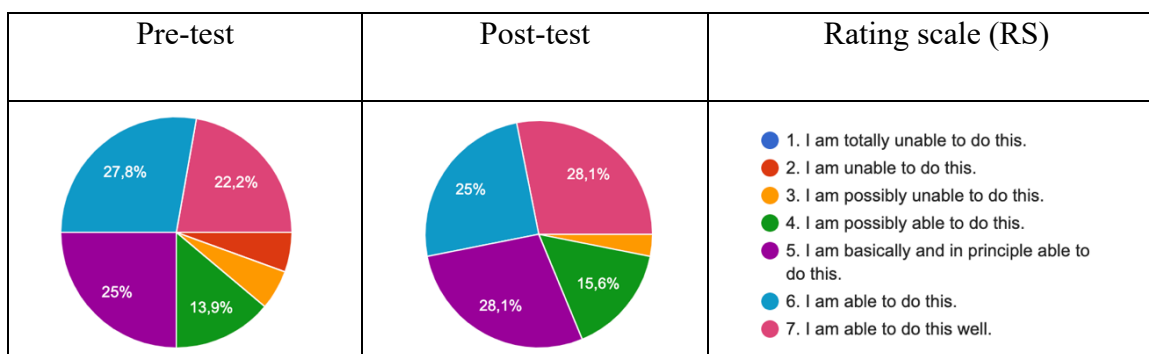


Figure 5

This question measured self-efficacy for writing skills. In this question RS 1 remained 0% in the pre and post-test. RS 2 was chosen by 5.6% of the participants and 0% selected this

option after the treatment. RS 3 decreased from 5.6% to 3.1%. Regarding RSs 4 and 5, they rose from 13.9% to 15.6%, and from 25% to 28.1% respectively. RS 6 slipped back from 27.8% to 25%, and finally RS 7 increased from 22.2% to 28.1%.

Question 6. Can you give directions from your house to the Institute?

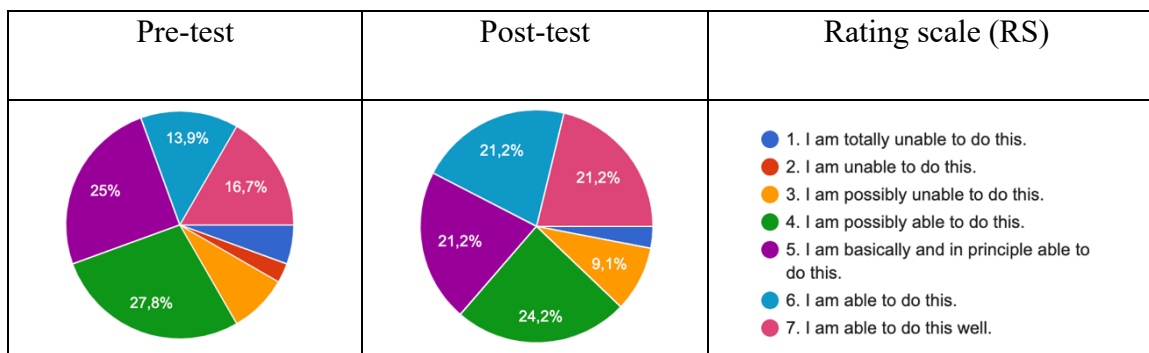


Figure 6.

In the case of question 6, it measured self-efficacy for speaking skills. The rating scales 1 and 2 decreased in the post-test. RS 1 went from 5.6% to 3%, and RS 2 from 2.8% to 0%. Concerning RS 3, results in the post-test show a small increase from 8.3% to 9.1%. RSs 4 and 5 went down, from 27.8% to 24.4% in the case of RS 4 and from 25% to 21.2% in RS 5. The sixth rating scale rose from 13.9% to 21.2%, and the last RSs percentage grew from 16.7% to 21.2%.

Question 7. Can you write a text (a paragraph, e-mail, short story) in English?

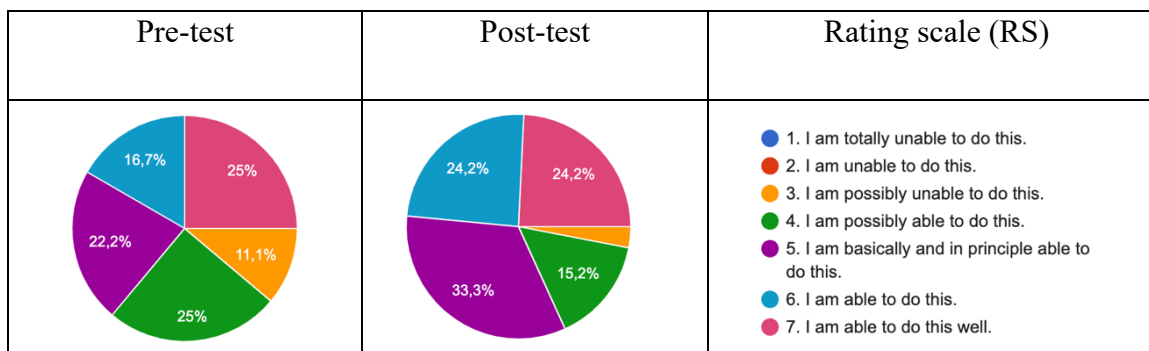


Figure 7.

Question 7 measured self-efficacy for writing skills. In this question no students chose RSs 1 or 2 in the pre and post-test. RS 3 decreased from 11.1% to 3%. RS 4 also declined, from 25% in the pre-test, to 15.2% after the treatment. In the case of RS 5, it rose from 22.2% to 33.3% of the total share. RS 6 saw growth from 16.7% to 24.2%. Finally, RS 6 slightly decreased from 25% to 24.2.

Question 8. Can you tell a story in English?

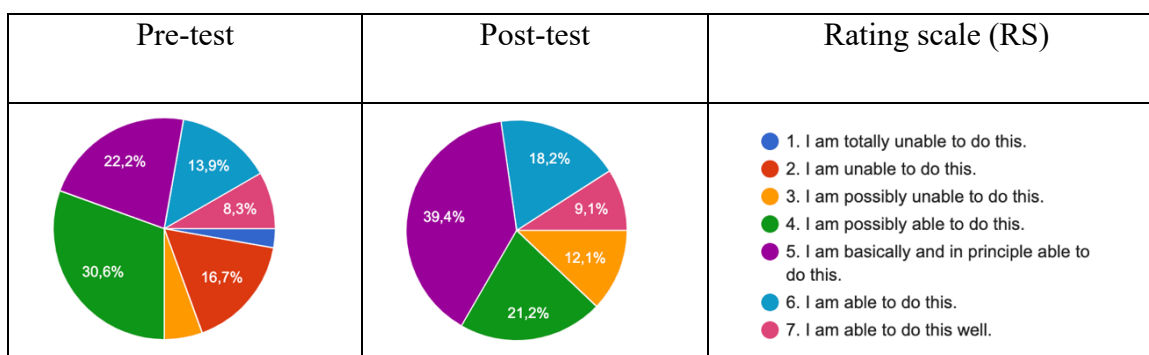


Figure 8.

This question measured self-efficacy for speaking. The first two RSs decreased in the post-test: RS 1 went from 2.8% to 0% and RS 2 slumped from 16.7% to 0%. RS 3 went up from 5.6% to 12.1%, and RS 4 decreased from 30.6% to 21.2%. Regarding RSs 5 and 6, results in the post-test show a rise from 22.2% to 39.4%, and from 13.9% to 18.2% respectively. In the case of RS 7, there was a slight increase from 8.3% to 9.1%.

Question 9. Can you understand radio programs from English-speaking countries?

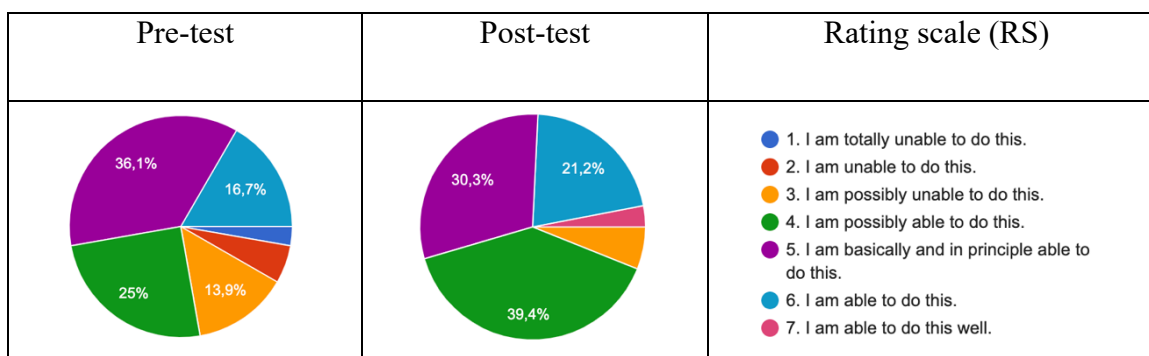


Figure 9.

Question 9 measured self-efficacy for listening skills. RSs 1 and 2 marked 2,8% and 5.6%, respectively, in the pre-test. Both RSs dropped to 0% after the treatment. RS 3 decreased from 13.9 % to 6.1%. In the case of RS 4, it went up from 25% to 39.4% of the total share. RS 5 declined from 36.1% to 30.3%. Concerning RS 6, it grew from 16.7% to 21.2%. Finally, RS 6 went up from 0% in the pre-test, to 3% in the post-test.

Question 10. Can you understand English-language TV programs made in non-English speaking countries?

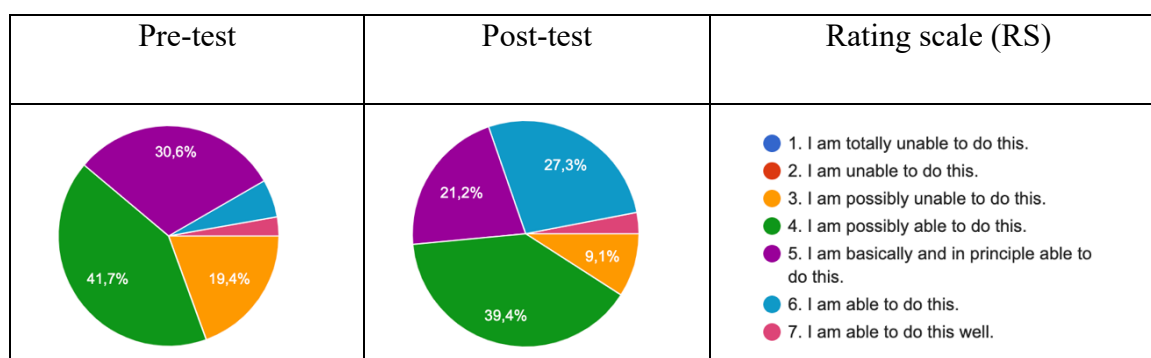


Figure 10.

This question measured self-efficacy for listening skills. No students chose RSs 1 or 2 neither before nor after the treatment. RS 3 fell from 19.4% to 9.1%. RSs 4 and 5 decreased, from 41.7% to 39.4%, and from 30.6% to 21.2%, respectively. RS 6 boomed from 5.6% to 27.3%, and finally RS 7 had a slight increase from 2.8% to 3% of the total.

Question 11. Can you leave a note for another student in English?

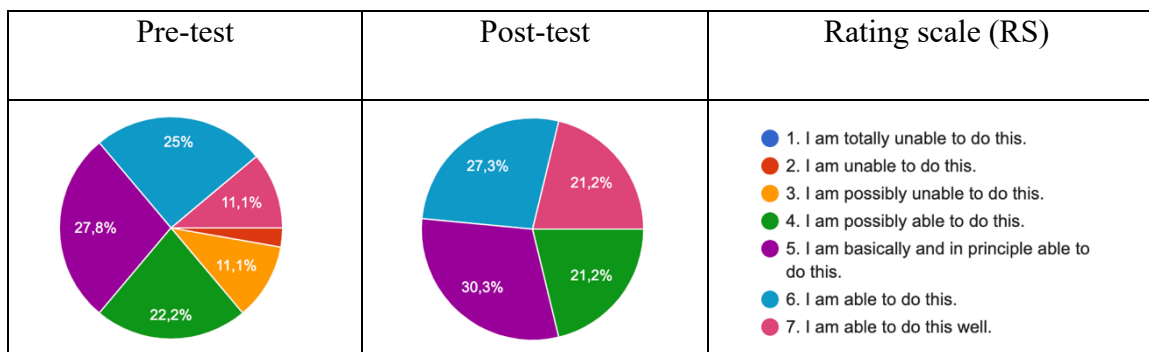


Figure 11.

In the case of question 11, it measured self-efficacy for writing. RS 1 was not chosen in the pre or post-test, by the participants in this study. RSs 2 and 3, with a 2.8% and a 11.1% respectively in the pre-test, slumped to 0% after the treatment. There was a slight decrease in RS 4, from 22.2% to 21.2%. Regarding RSs 5, 6 and 7, their results all went up: RS 5 from 27.8% to 30.3%, RS 6 from 25% to 27.3%, and RS 7 from 11.1% to 21.2%.

Question 12. Can you guess the meaning of unknown words when you are reading an English text?

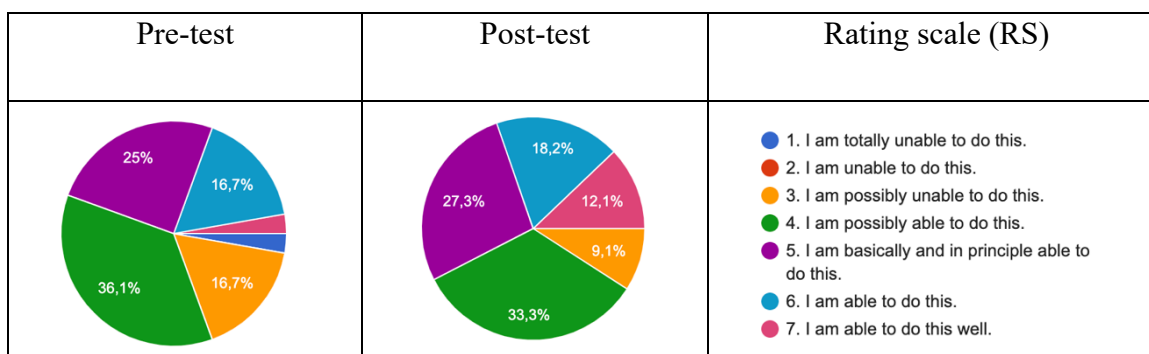


Figure 12.

Question 12 measured self-efficacy for reading skills. In this question, 2.8% of students chose RS 1 in the pre-test, this percentage dropped to 0% in the post-test. RS 2 remained in 0% in both tests. Concerning RSs 3 and 4, they decreased: from 16.7% to 9.1% in the case of RS 3,

and from 36.1% to 33.3% as for RS 4. Regarding RSs 5, 6 and 7, they all rose their percentage in the post test: RS 5 went from 25% to 27.3%, RS 6 went from 16.7% to 18.2% and finally RS 7 increased from 2.8% to 12.1% of the total.

Question 13. Can you form new sentences from words you have just learnt?

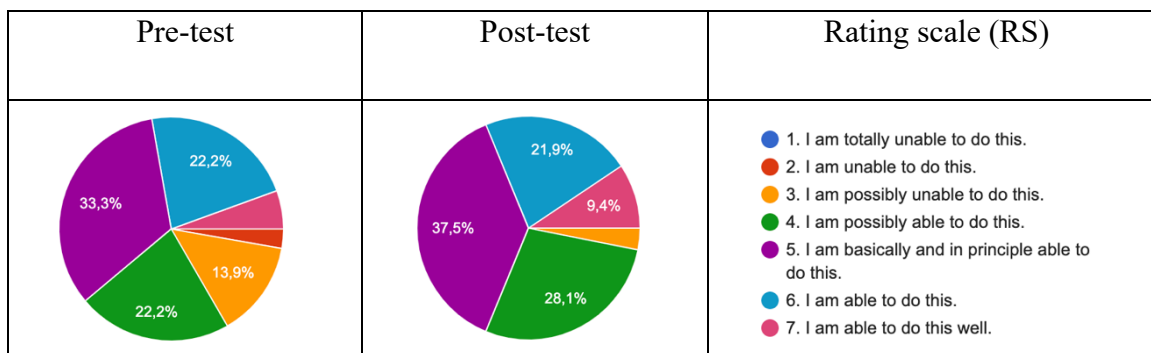


Figure 13.

This question measured self-efficacy for writing. No students chose RS 1 in the pre or post-test. RS 2 decreased from 2.8% to 0% and RS 3 went down from 13.9% to 3.1%. RSs 4 and 5 rose after the treatment: from 22.2% to 28.1% in the case of RS 4, and from 33.3% to 37.5% in the results of RS 5. There was a slight decrease in RSs 6 and 7, from 22.2% to 21.9%, and from 5.6% to 9.4% respectively.

Question 14. Can you write e-mails in English?

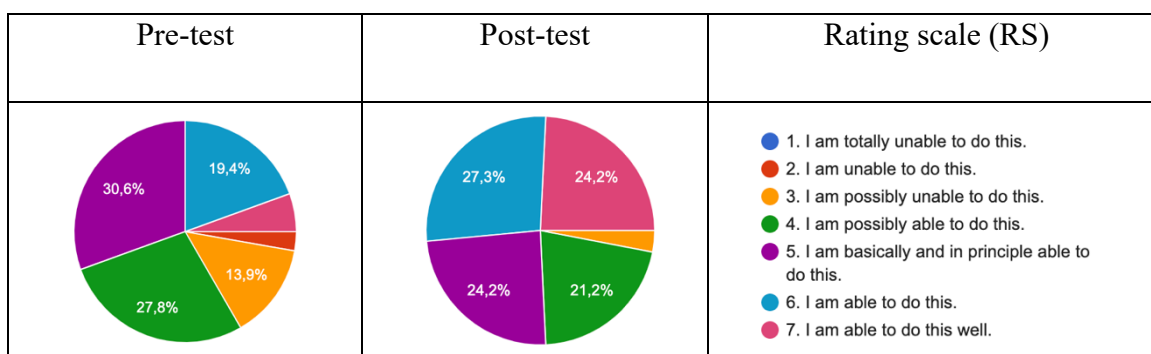


Figure 14.

Question 14 measured self-efficacy for writing. No students chose RS 1 in the pre or post-test. RS 2 decreased from 2.8% to 0% and RS 3 fell from 13.9% to 3% of the total. Likewise, RS 4 and RS 5 went down from 27.8% to 21.2%, and 30.6% to 24.2, respectively. In the cases of RSs 6 and 7, both grew: RS 6 rose from 19.4% to 27.3%, and RS 7 boomed to 24.2% after a 5.6% prior the treatment.

Question 15. Can you understand English dialogs (audio recordings) about everyday institute matters?

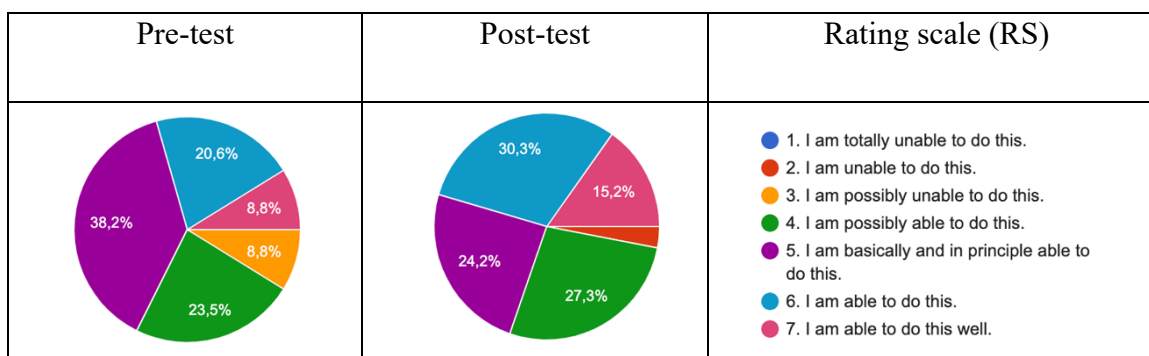


Figure 15.

In the case of question 15, the pie chart shows how RS 1 was not chosen neither in the pre-test, nor in the post-test. RS 2 reached 3% after the initial 0% in the pre-test. Concerning RS 3, it slumped from 8.8% to 0%. RS 4 went up from 23.5% to 27.3%, and RS 5 shrank from 38.2% to 24.2%. The final rating scales, numbers 6 and 7, increased their percentage in the post-test: RS 6 from 20.6% to 30.3%, and RS 7 from 8.8% to 15.2%.

Question 16. Can you understand messages or news items in English on the Internet?

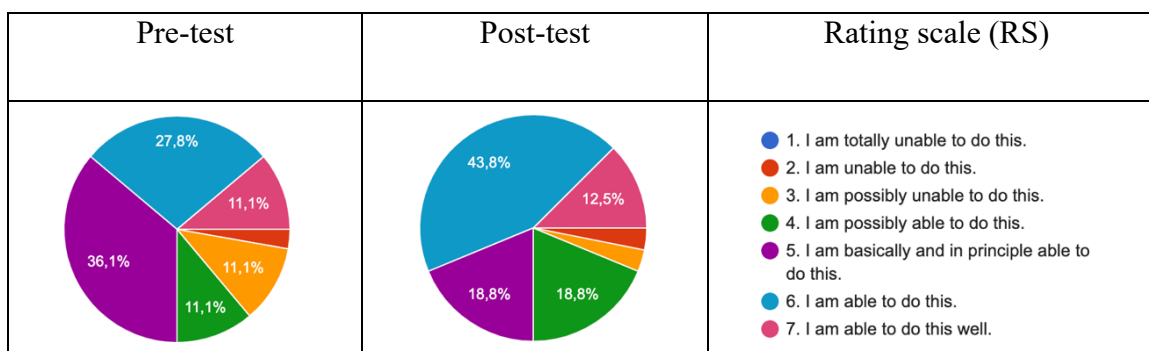


Figure 16.

Question 16 measured self-efficacy for reading skills. The chart illustrates no students choosing RS 1 to appraise their capabilities presented in the question. The second rating scale slightly increased from 2.8% to 3.1%. RS 3 went down from 11.1% to 3.1% in the post-test. Concerning RSs 4 and 5, the former rose from 11.1% to 18.8%, and the latter fell from 36.1% to 18.8%. Rating scales 6 and 7 grew from 27.8% to 43.8% and from 11.1% to 12.5%, respectively.

Question 17. Can you ask your teacher questions in English?

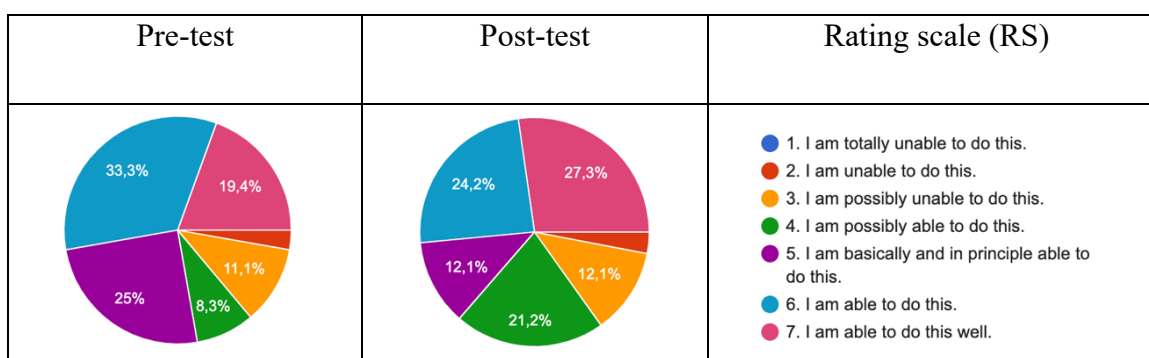


Figure 17.

This question measured self-efficacy for speaking skills. RS 1 was not selected in any of the instruments. There was a slight increase in RS 2 from 2.8% to 3%. The third RS climbed 1 point going from 11.1% to 12.1%. RS 4 grew in the post-test; it went from 8.3% to 21.2% of the total. RSs 5 and 6 dropped from 25% to 12.1% and 33.3% to 24.2, respectively. Finally, RS 7 increased after the treatment. It went from 19.4% to 27.3%.

Question 18. Can you produce English sentences with idiomatic phrases?

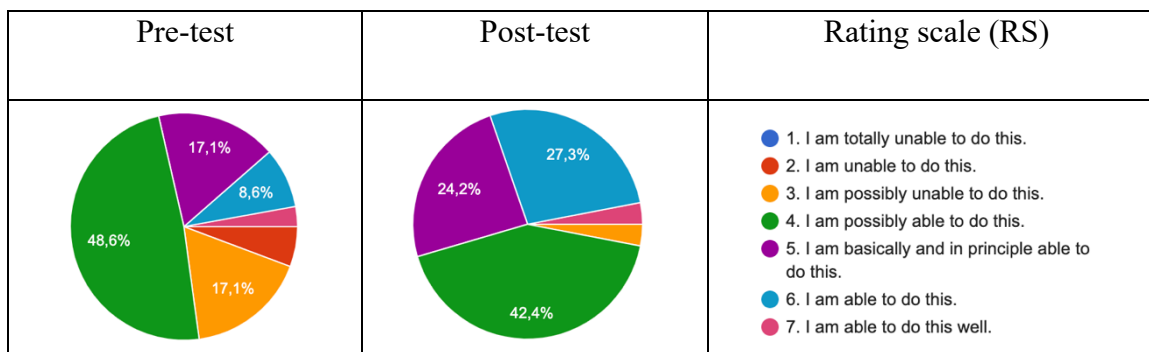


Figure 18.

Question 18 measured self-efficacy for speaking. No students chose RS 1 in neither of the tests. RS 2 went down to 0% from a 5.7% in the pre-test. The third rating scale also dropped after the treatment, from 17.1% to 3%. RS 4 fell from 48.6% to 42.4. The number of students who chose RSs 5 and 6, grew in the post-test. RS 5 went up from 17.1% to 24.2%, and RS 6 boomed from 8.6% to 27.3%. There was a slight increase in RS 7, from 2.9% to 3%.

Question 19. Can you introduce someone (to someone else) in English?

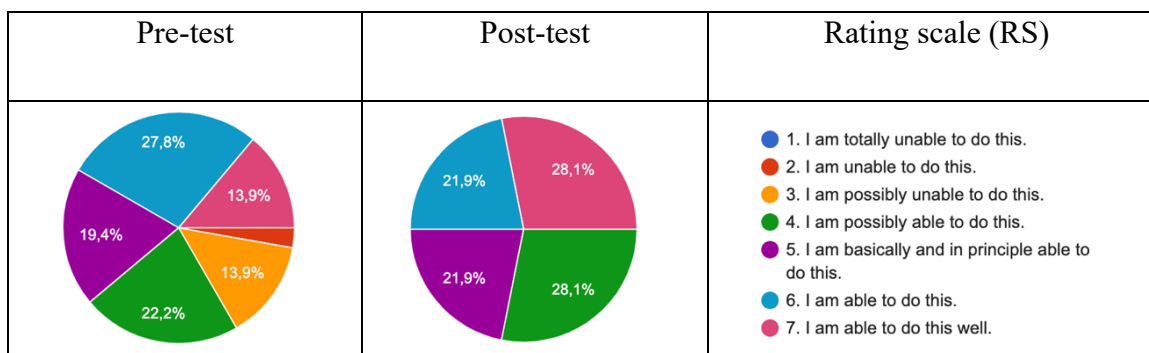


Figure 19.

This question measured self-efficacy for speaking skills. RS 1 remained 0% in both tests. RS2 went down from 2.8% to 0%. The third rating scale slumped to 0% after the treatment, from a 13.9% in the pre-test. RSs 4 and 5 rose from 22.2% to 28.1%, and from 19.4% to 21.9%,

respectively. RS 6 decreased from 27.8% to 21.9%. Finally, RS 7 grew from 13.9% to 28.1% of the total.

Question 20. Can you discuss subjects of general interest with your fellow students in English?

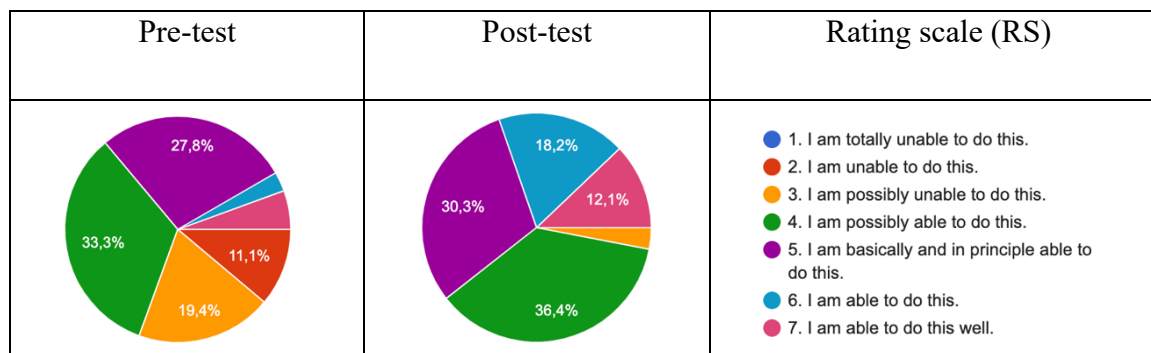


Figure 20.

In the case of question 20, the pie chart illustrates that students did not select RS neither in the pre, nor in the post-test. RS 2 shrank to 0% after an initial 11.1%, prior the treatment. The third rating scale also dropped, from 19.4% to 3% in the post-test. There was a slight increase in numbers 4 and 5, from 33.3% to 36.4%, and from 27.8% to 30.3%, respectively. RS 6 grew from 2.8% to 18.2%, and RS 7 went up from 5.6% to 12.1%.

Question 21. Can you read short English narratives?

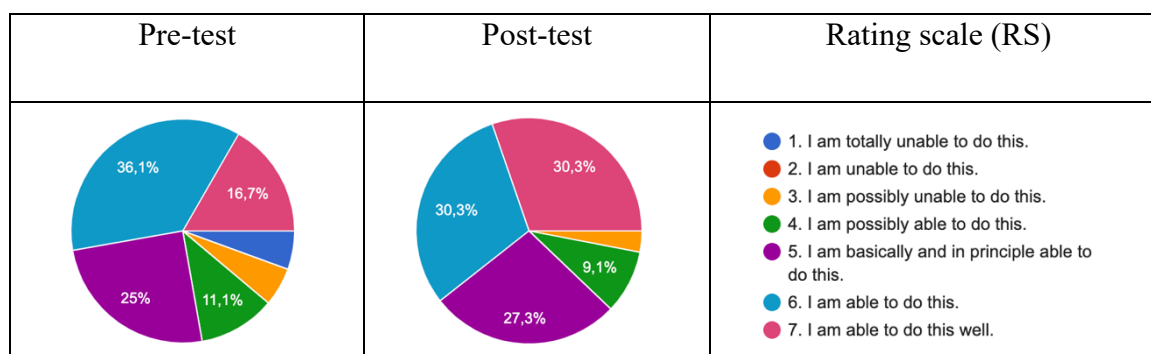


Figure 21.

This question measured self-efficacy for reading skills. RS 1 dropped from 5.6% to 0%. RS 2 remained 0% in both tests. The rating scales 3 and 4 decreased, from 5.6% to 3% and from

11.1% to 9.1%, respectively. There was a slight increase in RS 5, from 25% to 27.3% in the post test. RS 6 fell from 36.1% to 30.3%. Finally, RS 7 rose from 16.7% to 30.3% after the treatment.

Question 22. Can you understand English films without subtitles?

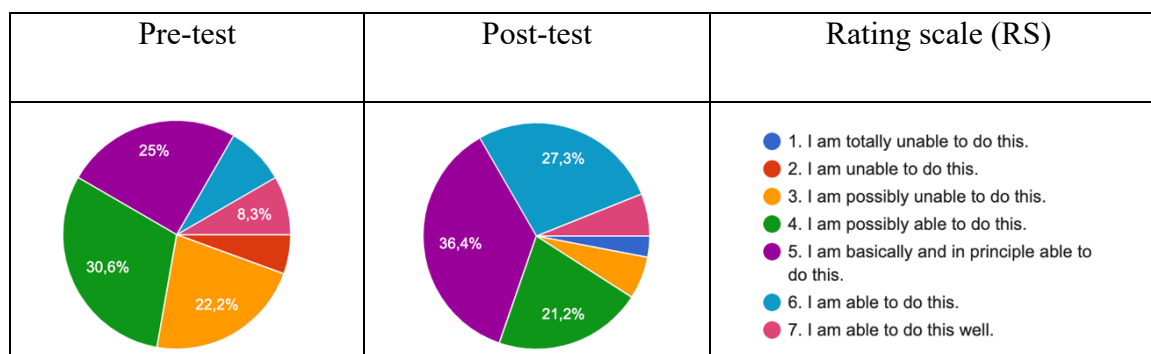


Figure 22.

Question 21 measured self-efficacy for listening skills. The pie chart shows that RS 1 went from 0% to 3% in the post-test. RS 2 dropped from 5.6% to 0%. The third and fourth rating scales decreased after the treatment: RS 3 dropped from 22.2% to 6.1%, and RS 4 fell from 30.6% to 21.2%. RSs 5 and 6 grew their percentage in the post-test: RS 5 rose from 25% to 36.4% and RS 6 went from 8.3% to 27.3%. The last RS slightly decreased from 8.3% to 6.1%.

Question 23. Can you answer your teacher questions in English?

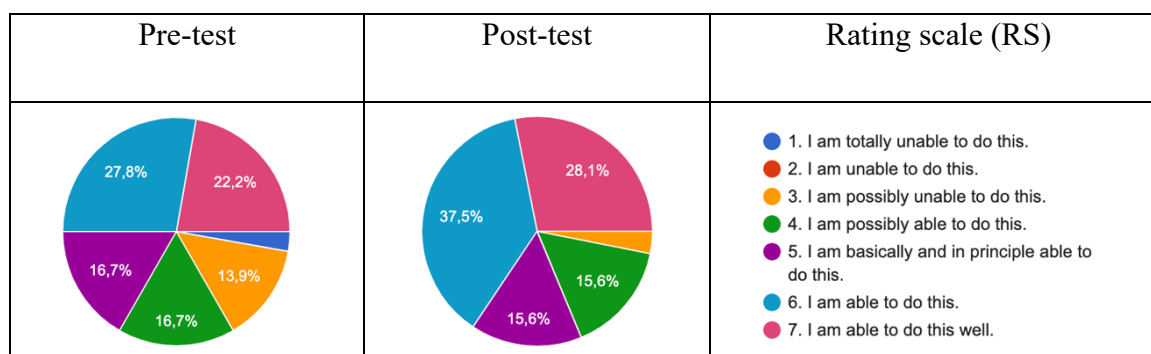


Figure 23.

This question measured self-efficacy for speaking. The first RS went from 2.8% to 0% in the post test. RS 2 remained 0% in both tests. RS 3 slipped back from 13.9% to 3.1% after the treatment. Both, the fourth and fifth rating scales decreased from 16.7% to 15.6% in the post-test. Finally, the number of students that selected RSs 6 and 7, grew in the post-test: from 27.8% to 37.5%, and from 22.2% to 28.1%, respectively.

Question 24. Can you understand English songs?

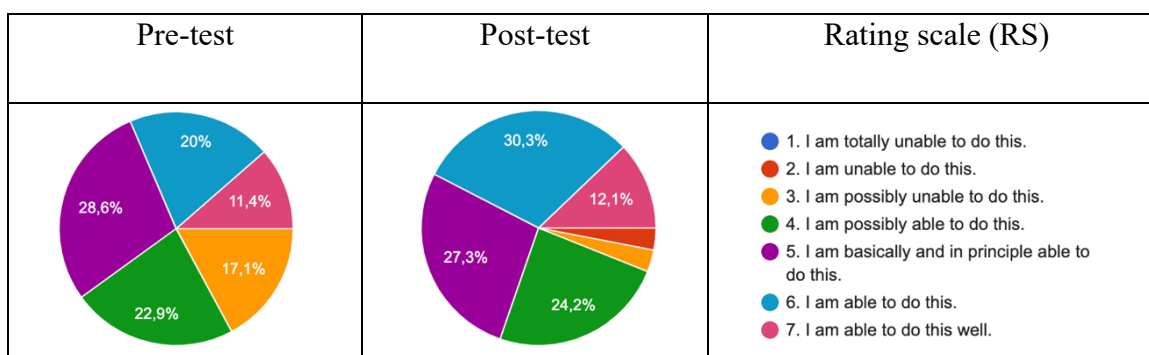


Figure 24.

Question 24 measured self-efficacy for listening skills. No students chose RS 1 neither in the pre, nor in the post-test. There was a slight increase in the second rating scale, from 0% to 3%. RS 4 fell from 17.1% to 3% after the treatment. In the case of RS 4, it went up from 22.9% to 24.2%. RS 5 slightly decreased from 28.6% to 27.3% in the post test. RS 6 grew from 20% to 30.3% of the total. RS 7 climbed from 11.4% to 12.1%.

Question 25. Can you read English-language newspapers?

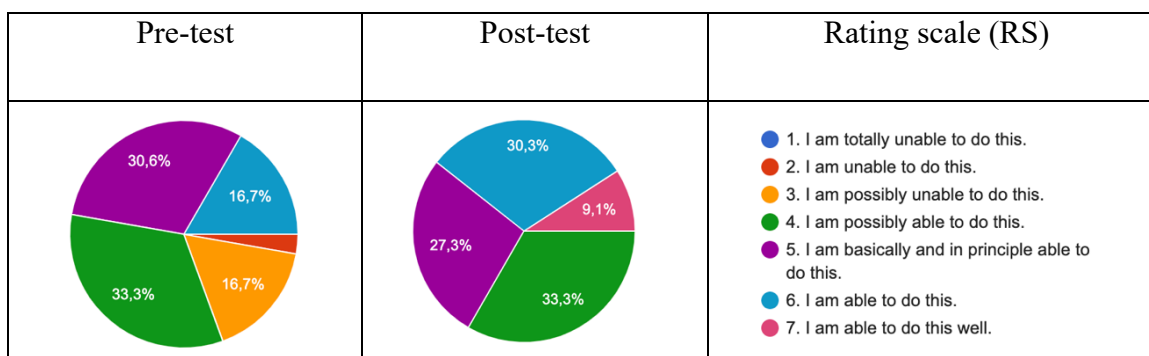


Figure 25.

This question measured self-efficacy for reading. RS 1 remained 0% in the pre and post-test. RSs 2 and 3 dropped to 0% after the intervention: from 2.8% the former, and from 16.7% the latter. RS 4 was chosen by 33.3% of the participants both in the pre and post-test. There was a slight decrease in number 5, it went from 30.6% to 27.3%. RS 6 grew from 16.7% to 30.3%. Finally, no students selected RS 7 in the pre-test, but 9.1% chose it after the treatment.

Question 26. Can you find out the meaning of new words using an English-English dictionary?

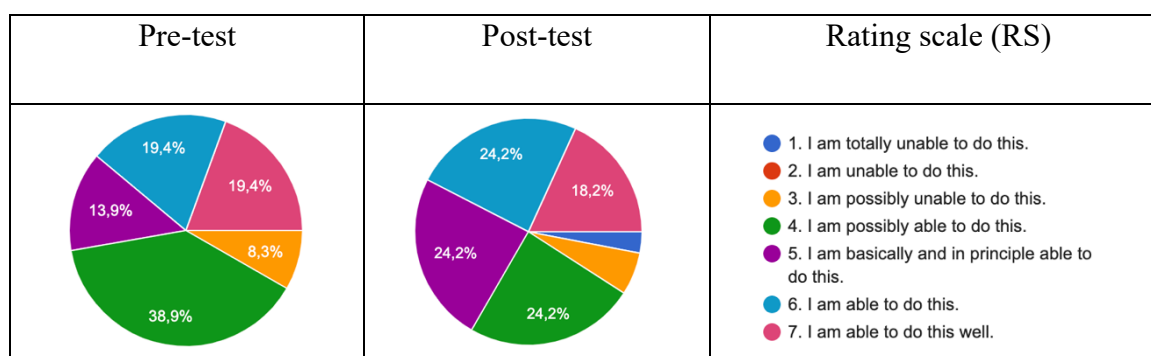


Figure 26.

In the case of question 26, it measured self-efficacy for reading. The first rating scale went from 0% to 3% in the post-test. RS 2 Remained 0 before and after the intervention. RS 3 went down from 8.3% to 6.1% and RS 4 fell from 38.9% to 24.2%. RSs 5 and 6, rose in the post test: RS 5 grew from 13.9% to 24.2%, and RS 6 reached 24.2% after an initial 19.4%. There was a slight decrease in number 7, from 19.4% to 18.2%.

Question 27. Can you understand telephone numbers spoken in English?

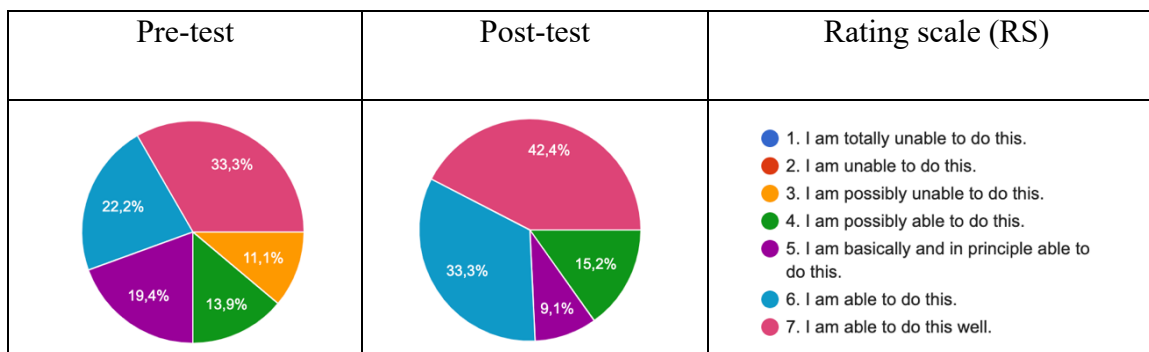


Figure 27.

Question 27 measured self-efficacy for listening. The pie charts show that RSs 1 and 2 remained 0% in both tests. The third rating scale dropped from 11.1% to 0%, after the treatment. RS 4 rose from 13.9% to 15.2%. In the case of RS 5, it went down from 19.4% to 9.1%. The number of students who chose RSs 6 and 7, grew in the post-test: RS 6 went up from 22.2% to 33.3%, and RS 7 increased from 33.3% to 42.4%.

Question 28. Can you write your daily routine in English?

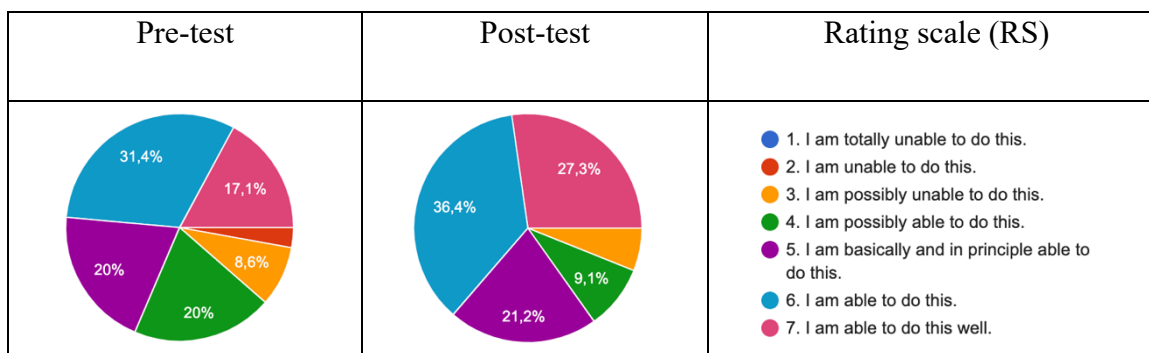


Figure 28.

This question measured self-efficacy for writing skills. No students chose RS 1 neither in the pre, nor in the post-test. RS 2 fell from 2.9% to 0%. Rating scales 3 and 4 decreased in the post test, from 8.6% to 6.1%, and from 20% to 9.1, respectively. There was a slight increase

in RS 5, it went from 20% to 21.2%. The last 2 RS also went up: RS 6 rose from 31.4% to 36.4%, and RS 7 grew from 17.1% to 27.3%.

Question 29. Can you understand articles written in English on Chilean culture?

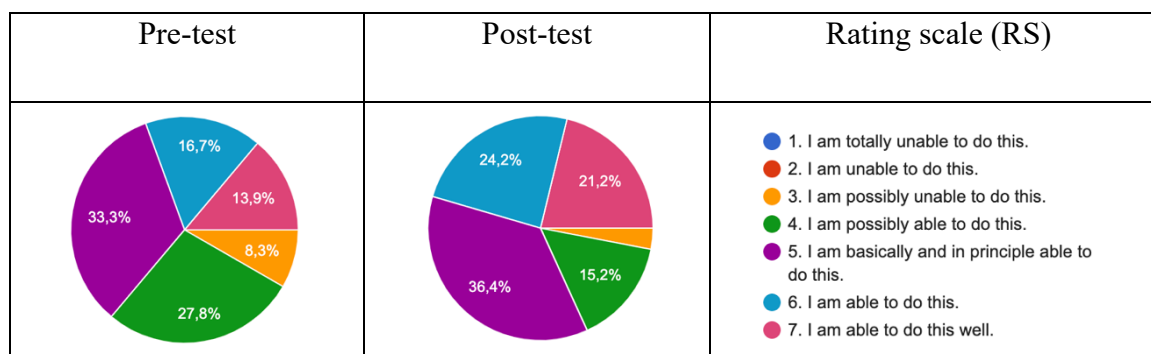


Figure 29.

Question 29 measured self-efficacy for reading. The first two rating scales were not chosen in the pre or post-test. RSs 3 and 4 went down from 8.3% to 3%, and from 27.8% to 15.2%, respectively. The last 3 rating scales all grew: RS 5 rose from 33.3% to 36.4%, RS 6 grew from 16.7% to 24.2%, and RS 7 went up from 13.9% to 21.2%.

Question 30. Can you introduce yourself in English?

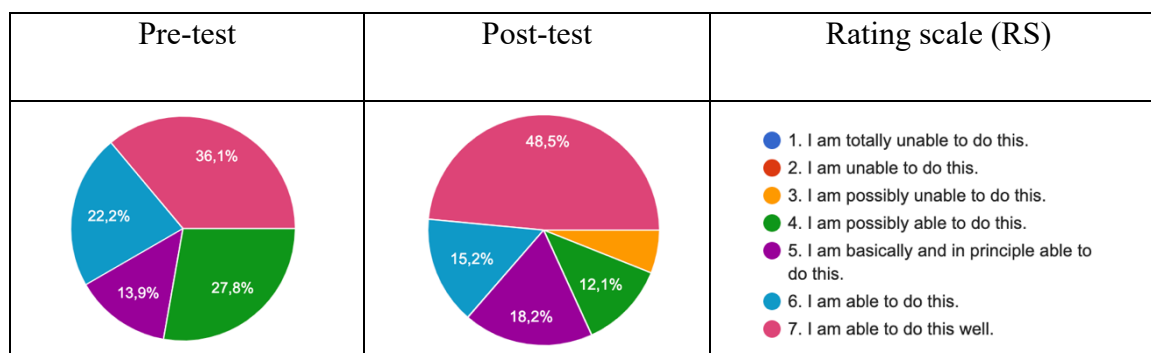


Figure 30.

This question measured self-efficacy for speaking. The pie chart illustrates that no students chose RSs 1 or 2 in the pre or post-test. RS 3 increased to 6.1% after an initial 0% in

the pre-test. RS 4 fell from 27.8% to 12.1% after the treatment. The fifth rating scale grew from 13.9% to 18.2%. RS 6 went down from 22.2% to 15.2%. Finally, RS 7 rose from 36.1% to 48.5%.

Question 31. Can you write an essay in about two pages about a topic you like in English?

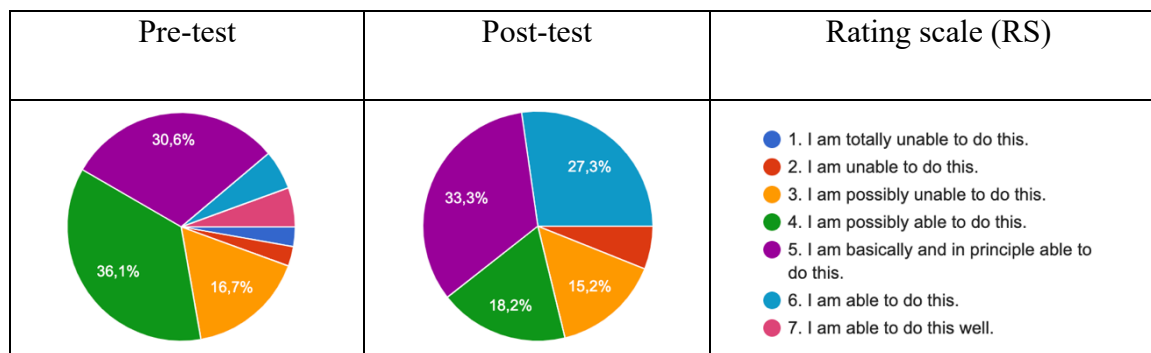


Figure 31.

In the case of question 31, it measured self-efficacy for writing. Initially, RS 1 was chosen by 2.8% of the participants in this study but it dropped to 0% in the post-test. The second RS grew from 2.8% to 6.1%. There was a slight decrease in RS 3, from 16.7% to 15.2%. RS 4 went down, from 16.1% to 18.2%. RSs 5 and 6 rose after the treatment: from 30.6% to 33.3, and from 5.6% to 27.3%, respectively. The last RS shrank from 5.6% to 0%.

Question 32. Can you understand new reading materials (e.g: articles, pieces of news, etc) selected by your teacher?

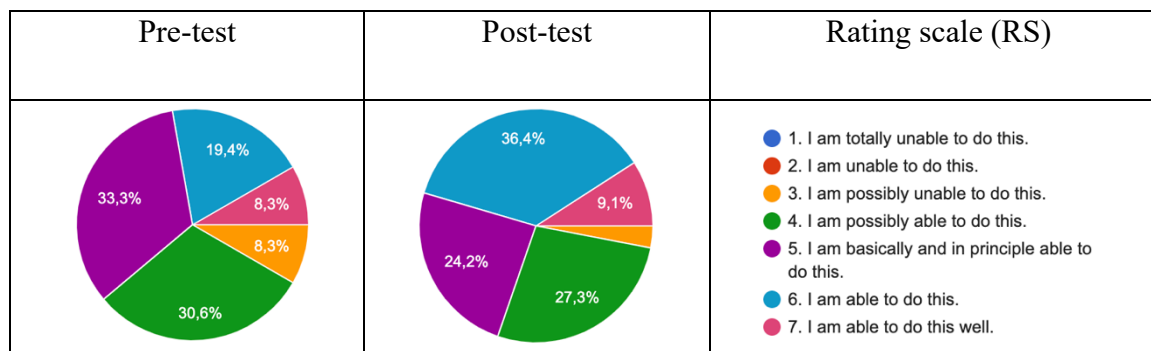


Figure 32.

The last question of the QESE, measured self-efficacy for reading. The first 2 RSs remained 0% in the pre and post-test, and RS 3 fell from 8.3% to 3%. RSs 4 and 5 went down from 30.6% to 27.3%, and from 33.3% to 24.2% in the post test. RS number 6 grew from 19.4% to 36.4 after the treatment. Finally, there was a slight increase in RS 7 from 8.3% to 9.1%.

Data analysis.

Results in the QESE denote that RS 1, *“I am totally unable to do this”*, was the rating scale least selected in both the pre and post-tests. Considering the results of both tests, from the 32 questions, RS1 remained 0% in 20, decreased in 10 and it rose in only 2. This means that the number of students who chose RS 1 to judge their capabilities in any of the 32 questions presented in the QESE, was, in general, low. Nevertheless, it is interesting to analyse that, if before the treatment, there was already a small number of students prone to choose RS 1, this number decreased after the intervention. For instance, in the pre-test, 2.8% of students selected RS 1 in questions 1, 8, 9, 12, 23 and 31, whereas in the post-test, RS 1 marked 0% in all these questions. This is similar to what happened in questions 3 and 21, where RS 1 dropped from 5,6% to 0% in the post-test. There was a smaller decrease in question 6, RS 1 went from 5.6% to 3%. These results denote that, after listening to podcasts for 4 weeks, there was smaller number of students who believed they were totally unable to perform certain language tasks, therefore, it seems that there was a positive impact on students' English self-efficacy even for the ones who believed they were totally incapable of doing something.

The second rating scale, *“I am unable to do this”* implied that there was incapability of doing a certain language task. In the case of this RS, results in the pre and post-test show that from the 32 questions, 12 of them remained 0% in both tests, meaning that no students believed they were unable to perform such tasks. From the 20 other questions, where students actually chose RS 2, results revealed that percentages decreased in 15 of them, and rose in 5. If we analyse those 15 questions, in 7 of them percentages went from 2.8% to 0% (questions 1, 6, 11, 13, 14, 19, 25), and the rest dropped, from 5,6% to 0% (questions 5, 9, 22), From 2,9% to 0% (question 28), from 5,7% to 0% (question 18), from 5,7% to 3% (question 4), and strikingly, from 11,1% to 0% (question 20), and from 16,7% to 0% (question 8). On the other hand, questions that increased their percentages in the post tests went from 0% to 3% (question 15 and 24), from 2,8% to 3,1% (question 16), from 2,8% to 3% (question 17), and from 2,8% to 6,1% (question 31), hence, percentages decreased much more than they increased. These numbers denote that the inclusion of podcasts produced that less students felt represented by the rating scale *“I am unable to do this”*.

The aforementioned RSs share a similar phenomenon, they were not very popular neither in the pre, nor in the post-test, receiving 0% in 20 questions in the case of RS 1, and in 12 questions in RS 2. This phenomenon could be explained considering that the participants in this study had different levels of English, therefore, advanced students chose higher rating scales. Concerning the questions where students did choose RSs 1 or 2, the tendency was to decline.

The third rating scale was “I am possibly unable to do this”. Results in this RS showed a remarkable decrease: 28 of the 32 questions lowered their percentages after the intervention, whereas only 4 questions rose their proportion. Moreover, differences between the increase and decrease are substantial. The most important growth was in question 8 where there was a 6,5% difference in the results of the pre and post-test (it rose from 5,6% to 12,1%), which contrasts with the 28 questions where numbers went down; by -3% or less (questions 1, 2, 3, 5, 21, 26, 28, and 31), by a range of -5% to -9% (questions 4, 7, 9, 12, 15, 16, 29, and 32), by a range of -10% to -11,1% (questions 10, 11, 13, 14, 23, and 27), and by a range of -13,9% to -16,7% (questions 18, 19, 20, 22, 24, and 25), resulting in a significant difference between how percentages increased and decreased. Moreover, this was the rating scale with most decreases by 10% or over (12). RS 3 was the rating scale where numbers decreased the most, these scores indicate a considerable drop in the amount of students who appraised their capabilities as “possibly unable” after the treatment, which reaffirms the tendency from the previous RSs.

In a similar way to RSs 1, 2 and 3; the fourth rating scale, which stands for “*I am possibly able to do this*”, prolongs the tendency to decline after the treatment, however, RS 4 presented more increases than prior RSs. With regard to the questions that decreased their share, 20 out of 32 fell by different ranges: by -4% or less (questions 2, 6, 10, 11, 12, 21, 23, and 32), by a range of -4,1% to -10% (questions 1, 3, 7, 8, 14, 18, and 22), and by a range of -10,1% to -18% (questions 26, 28, 29, 30 and 31), these results are considerable since they demonstrate that most students avoided judging their capabilities as “possibly able” after the interventions. Concerning the only question that did not vary its percentage, we find question 25, which in this case, remained in 33,3% in both tests. Finally, 11 questions rose their percentages: by 5,9% or less (questions 4, 5, 13, 15, 19, 20, 24, and 27) and by a range of 7,7% to 14,4% (questions 9, 16, and 17). Considering the results in RS 4, it can be concluded that the inclusion of podcasts mostly decreased the number of students who perceived themselves as “possibly able” in certain

language tasks, but it was also possible to see a major number of questions rising their percentages in the post-test. Further data would be needed in order to disseminate whether students who stopped feeling represented by “possibly able” chose a higher or lower RS after the interventions, nevertheless, the analysis of the rest of the RS could provide more information to unravel this uncertainty.

The fifth rating scale “*I am basically and in principle able to do this*” stopped the trend of prior RSs. In this case, from the 32 questions present in the QESE, results showed that 19 increased their percentages in the post-test: by 3% or less (questions 4, 11, 12, 19, 20, 21, 28, and 31), by a range of 3,1% to 7% (questions 1, 5, 13, 29, and 30), by a range of 7,1% to 12% (questions 2, 18, 22, 26, and 32) and by an impressive 17,2% (question 8 rose from 22,2% to 39,4%), being heretofore the highest increase in any RS. The 13 questions where proportions dropped, were by -3% or less (questions 3, 23 and 24) by a range of -3,1% to -7% (questions 6, 9, 14, and 25), by a range of -7,1% to -12% (questions 10, 27, and 32), and by a range of -12% to 17,3% (questions 15, 16, and 17). Interestingly, although there were more questions that showed a rise in the results of the post-test, percentages in the questions that decreased were also considerable. In other words, more students appraised their capabilities as “*basically and in principle able to do this*” than prior the intervention, notwithstanding this, a large number of students decided to change their opinion, which is a fact that cannot be omitted.

Results in the rating scale number 6 “*I am able to do this*”, clearly established an increasing trend in the final RSs: the number of students who chose higher appraisals over their capabilities, increased. Namely, after the treatment, there were more students selecting rating scales that implied higher estimations of their performance on certain language tasks. More precisely, 24 out of 32 increased their percentage, and only 8 decreased. When we analyse those 24 questions, we can see that they rose by a 4,9% or less (questions 1, 8, 9, 11, 12, and 26) by a range of 5% to 10,3% (questions 6, 7, 14, 15, 23, 24, and 28), by a range of 11,1 to 16% (questions 3, 16, 20, 25, and 27) and by a considerable range of 17% to 21,7% (questions 10, 18, 22, 31, and 32). This was the rating scale with most increases by 10% or over (7). These results suggest that the treatment had a positive impact over students English’ self-efficacy, since a larger amount of the participants decided to range their capabilities with higher rating scales, after the interventions. Questions that decreased, went down by a range of -3% or less

(questions 5 and 13), by a range of -5,8% to 9,4% (questions 2, 4, 17, 19, 21, and 30). Despite the tendency to grow, a few questions still fell in their percentages. It would be necessary to know the responses of each student in order to conclude whether the ones who changed their opinion decided to pick a higher or lower RS, nonetheless, considering the results, there is a clear trend for choosing higher appraisals over one's capabilities

The most impressive result came in RS 7, the highest rating scale and the one where most questions rose their percentages in the questionnaire. From 32 questions, 28 went up and just 4 decreased, showing a categorical trend towards selecting higher rating scales after the treatment. Nonetheless, it was possible to see that some increases were small, for instance, 6 questions increased by less than 1% (questions 3, 8, 10, 18, 24, and 32), and 6 by a range of 1,1% to 4,5% (questions 1, 2, 6, 9, 13, and 16). These little variations in the post-test could be caused by advanced students who already had high appraisals over their capabilities before the treatment, therefore many of them probably chose the same RS in the post test, adding a few students whose self-efficacy increased after the intervention. The rest of the questions rose in the following way: 6 by a range of 5,9% to 7,9% (questions 5, 15, 17, 20, 23, and 29) 6 by a range of 9,1% to 12,4% (questions 11, 12, 25, 27, 28, and 30), and 4 by a range of 13,6% to 18,6% (questions 4, 14, 19, and 21). The 4 questions that went down, did it by less than -1,2% (questions 7, 22, and 26) and by -5,6% (question 31), showing a minor decrease.

As a result, it is evident that RSs 1, 2, 3 and 4 (not considering questions with 0% in both instruments) dropped their percentages after the intervention, and RSs 5, 6 and 7 went up, which suggests that students held higher appraisals over their capabilities after listening to podcasts during this study.

Conclusions

Findings in this research are promising since the use of podcasts as class material had a positive impact on students' English self-efficacy.

Percentages in rating scales 1, 2, 3 and 4 of the QESE, which represented the lowest appreciations over one's capabilities to carry out a language task, decreased after 4 weeks listening to podcasts. This means that students who, prior the intervention, chose to appraise their self-efficacy as low, decided to select a higher rating scale after the treatment. On the contrary, rating scales 5, 6, and 7, which corresponded to the highest self-efficacy, rose their percentages. In other words, self-efficacy perceptions of the participants in this study, went up after using podcasts in their learning.

The biggest differences occurred in rating scales 3 and 6, both of which accumulated the most increases / decreases by 10% or more: RS 3 "I am possibly unable to do this" dropped in 12 questions, and RS 6 "*I am able to do this*" increased in 7. In the case of RS 3 one explanation might be that, after the treatment, many students did not feel represented by this rating scale since it still contained the word "unable", and felt inclined to choose a higher score. Surely, going from "*unable*" to "*possibly able*" or "*able*", implies great progress. Regarding RS 6, it is possible to think that it increased heavily since it was the first rating scale in the QESE that stated that you were "*able*", not "*possibly able*" or "*basically and in principle able*", which, considering the results, could also be attributed to the general increase in the students' perceptions over their English capabilities.

Even though there are some differences in methodology, results in this research bear a close resemblance to findings reported by Basaran and Cabarouglu (2014), where students improved their self-efficacy perceptions after a 12-week podcast-based language program.

Apart from the effectiveness of podcasts to improve students' English self-efficacy, it is possible to think that results were positive since learners engaged in the intervention and felt enthusiastic by doing something new, specially considering that many students might had not been feeling motivated or committed to this new type of learning. In the case of the participants in this study, many of them knew about podcasts and listened to some shows of their interest

but they had never used them to learn English. Some students would talk in class about how fun was to listen to a particular episode, sometimes, mentioning vocabulary they learnt. Moreover, some of them were willing to continue listening to language learning podcasts after the interventions.

One of the limitations of this study was accessibility, not all students had the chance to listen to the podcast whenever they wanted, since, some of them had to share a laptop or had to take turns connecting to internet. Educational institutions should bare this in mind if they are willing to replicate a study like this, and give support to students who do not count with the necessary equipment to participate in these activities. Another limitation is that the generalizability of the findings is limited, firstly, because the sample was of 32 students, which is insufficient to extrapolate results to a bigger populations. And secondly, because participants recruited to take part in this research, were part of one higher education private institute in Chile, therefore, further studies should target more and different types of educational institutions (middle or high-schools, universities, language institutes, etc). Finally, future research considering prolonged interventions are needed in order to see if these results would vary, or if the initial motivation to participate would be sustained during a longer exposure to podcasts, affecting the results.

Overall, previous research on the impact of podcasts on EFL students has demonstrated that this material is beneficial not only because learners seem to improve their academic proficiency, but also because students enjoy the format as a language learning material, therefore, its inclusion in EFL classes is worth to be further studied.

Data collected in this research will provide English teachers working in Chile with ground information that could validate the strategy of including podcasts in English lessons as a means to help our students increase their self-efficacy perceptions in a scenario where COVID-19 has obliged educational institutions to switch from live to remote learning. This researcher expects that this investigation will widen the scope of sources teachers can use in order to revitalize and innovate in their classes, using a format that is popular and well-accepted among Chileans.

References

- Aguilera-Hermida, P. (2020). College Students' Use and Acceptance of Emergency Online Learning Due to COVID-19. *Journal Pre-proof*.
- Akhtarul Islam, M., Dey Barna, S., Raihan, H., Nafiul Alam Khan, M., & Tanvir Hossain, M. (2020). Depression and anxiety among university students during the COVID-19 pandemic in Bangladesh: A web-based cross-sectional survey. *Plose One*, 15(8).
- Almaqrn, R., & Alshabeb, A. (2017). EFL Learners' Attitudes towards the Proper Pronunciation of English and Podcasts as a Facilitator of Proper Pronunciation. *Arab World English Journal*.
- Arnau, J. . (1995). *Estructura formal del diseño de investigación. Diseños longitudinales aplicados a las ciencias sociales y del comportamiento*. . Mexico: Limusa.
- Asociación Agencias de Medios. (2021). *Estudio Audio 2021: Consumo en Chile Off-On*. Obtenido de aam.cl: <https://aam.cl/estudio-audio-2021/>
- Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of behavioral Change. *Psychological Review*, 191-215.
- Bandura, A. (2006). *Self-Efficacy Belief of Adolescents (Vol. 5, pp. 307-337)*. Greenwich.
- Bandura, A., & Schunk, D. (1981). Cultivating Competence, Self-Efficacy, and Intrinsic Interest Through Proximal Self-Motivation. *Journal of personality and Social Psychology*, 586-598.
- Basaran, S., & Cabarouglu, N. (2014). The Effect of Language Learning Podcasts on English Self-Efficacy. *International Jurlan of Language Academy*, 48/69.
- BBC News. (2005). *Wordsmiths hail podcast success*. Retrieved from <http://news.bbc.co.uk/2/hi/technology/4504256.stm>
- Cambridge Dictionary. (August de 2020). *dictionary.cambridge.org*. Obtenido de <https://dictionary.cambridge.org/es/diccionario/ingles/podcast>
- Cao, e. a. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, 287.
- Chen, H.-Y. (2007). *The Relationship Between EFL Learners' Self-Efficacy Beliefs and English Performance*. Tallahassee: Florida State University.

- Collins, J. L. (1982). Self-efficacy and ability in achievement behaviour. In: Paper presented at. *The meeting of the American Educational Research Association*. New York.
- Diez, M., & Ritchers, M. (2020). Podcasting as a Tool to Develop Speaking in the Foreign Language Classroom. *The Eurocall*.
- Edisonresearch. (February de 2019). Obtenido de edisonresearch.com:
<http://www.edisonresearch.com/wp-content/uploads/2019/04/Edison-Research-Podcast-Consumer-2019.pdf>
- Google Trends. (25 de August de 2021). Obtenido de Google Trends:
<https://trends.google.es/trends/explore?q=podcasting>
- Grey, G. (17 de April de 2019). *blog.voxnest.com*. Obtenido de <https://blog.voxnest.com/top-growing-podcasting-countries-march-2019/>
- Hasan, M., & Bee Hoon, T. (2012). ESL Learners' Perception and Attitudes Towards the Use of Podcast in Developing Listening Skills. *The English Teacher*.
- Hedrick, T., Bickman, L., & Rog, D. (1993). *Applied research design. A practical guide*. Newbury Park: Sage.
- Husky, M., Kovess-Masfety, V., & Swendsen, J. (2020). Stress and anxiety among university students in France during Covid-19 mandatory confinement. *Comprehensive Psychiatry (102)*.
- Kelly, W., & Klein, J. (2015). The Effect of Type of Podcasts and learning Styles on Language Proficiency and Confidence. *Journal of Education Technology*.
- Li, H. C. (2010). Using podcasts for learning English: perceptions of Hong Kong Secondary 6 ESL students. . *Début: the undergraduate journal of languages, linguistics and area studies*. , 78-90.
- Linnenbrink, E. A., & Pintrich, P. R. (2003). The Role of Self-Efficacy Believes in Student Engagement and Learning in the Classroom. *Reading and Writing Quarterly*, 119-137.
- Mills, N., Pajares, F., & Herron, C. (2006). A reevaluation of the Role of Anxiety: Self-Efficacy, Anxiety and Their Relation to Reading and Listening Proficiency. *Foreign Language Annals*, 276-294.

- Pajares, F. (1996). Self-Efficacy Beliefs in Academic Settings. *Review of Educational Research*, 543-578.
- Pajares, F. (2008). Motivational role of self-efficacy beliefs in self-regulated. *Motivations and self-regulated learning: Theory, research, and applications*.
- Pedhazur, E., & Schmelkin, L. (1991). *Measurement, design and analysis. An integrated approach*. Hillsdale: Lawrence Erlbaum Associates.
- Pew Research Center. (2015). *State of the news media* . Obtenido de <https://assets.pewresearch.org/wp-content/uploads/sites/13/2017/05/30142603/state-of-the-news-media-report-2015-final.pdf>
- Rahimi, A., & Abedini, A. (2009). The Interface Between EFL Learners' Self-Efficacy Concerning Listening Comprehension and Listening Proficiency. *Novitas-Royal*, 14-28.
- Rosell-Aguilar, F. (2007). Top of the pods-In search of a Podcasting "Pedagogy" for Language Learning. *Computar Assisted Language Learning*.
- Rostami, M., Azarnoosh, M., & Abdolmanafi-Rokni, S. (2017). The Effect of Podcasting on Iranian EFL Learners' Motivation and Attitude. *Theory and Practice in Language Studies*.
- Samad, I., Bustari, A., & Ahmad, D. (2017). The Use of Podcasts in Improving Students' Speaking Skill. *Journal of English Language and Education*.
- Schunk, D. (1983). Ability Versus Effort Attributional Feedback: Differential Effects on Self-Efficacy and Achievement. *Jourlan of Educational Psychology*, 848-856.
- Schunk, D. (1990). Goal Setting and Self-Efficacy During Self-Regulated Learning. *Educational Psychologist*, 71-86.
- Shi, H. (2018). English Language Learners' Strategy Use and Self-Efficacy Beliefs in English Language Learning. *Journal of International Students.*, 724-741.
- Tilfarlioglu, F., & Ciftci, F. (2011). Supporting Self-efficacy and Learner Autonomy in Relation to Academic Success in EFL Classrooms (A Case Study). *Theory and Practice in Language Studies*, 1284-1294.

- Wang, C., Kim, D.-H., Bong, M., & Ahn, H. S. (2012). Examining measurement properties of an English Self-Efficacy scale for English language learners in Korea. *Elsevier*.
- Watson, A. (8 de June de 2020). Obtenido de statista.com:
<https://www.statista.com/statistics/610691/main-reasons-listening-to-podcasts-us/>
- Wijaya, K. (2021). ELTR Journal. *Investigating English Education Master Students' Perceptions on Their Self-Efficacy in Academic Reading*, 75-92.
- Winn, R. (21 de April de 2020). Obtenido de podcastinsights.com:
<https://www.podcastinsights.com/podcast-statistics/>
- Zarei, A., & Gilanian, M. (2015). Self-efficacy as a Function of Language Learning Strategy Use. *Journal of Education, Society and Behavioural Science*, 223-235.
- Zimmerman, B. J., & Martinez-Pons, M. (1990). Student Differences in Self-Legulated Learning: Relating Grande, Sex, and Giftedness to Self-Efficacy and Strategy Use. *Journal of Educational Psychology*, 51-59.

Appendixes

Appendix 1: Original version of the QESE used by Wang (Wang, Kim, Bong, & Ahn, 2012).

1	2	3	4	5	6	7	
I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well	
1. Can you understand stories told in English?	1	2	3	4	5	6	7
2. Can you do homework/home assignments alone when they include reading English texts?	1	2	3	4	5	6	7
3. Can you understand American TV programs (in English)?	1	2	3	4	5	6	7
4. Can you describe your university to other people in English?	1	2	3	4	5	6	7
5. Can you compose messages in English on the internet (face book, twitter, blogs, etc.)?	1	2	3	4	5	6	7
6. Can you describe the way to the university from the place where you live in English?	1	2	3	4	5	6	7
7. Can you write a text in English?	1	2	3	4	5	6	7
8. Can you tell a story in English?	1	2	3	4	5	6	7
9. Can you understand radio programs in English-speaking countries?	1	2	3	4	5	6	7
10. Can you understand English-language TV programs made in Korea?	1	2	3	4	5	6	7
11. Can you leave a note for another student in English?	1	2	3	4	5	6	7
12. Can you guess the meaning of unknown words when you are reading an English text?	1	2	3	4	5	6	7
13. Can you form new sentences from words you have just learnt?	1	2	3	4	5	6	7
14. Can you write e-mails in English?	1	2	3	4	5	6	7
15. Can you understand English dialogs (audio recordings) about everyday school matters?	1	2	3	4	5	6	7
16. Can you understand messages or news items in English on the internet?	1	2	3	4	5	6	7
17. Can you ask your teacher questions in English?	1	2	3	4	5	6	7
18. Can you produce English sentences with idiomatic phrases?	1	2	3	4	5	6	7
19. Can you introduce your teacher (to someone else) in English?	1	2	3	4	5	6	7
20. Can you discuss subjects of general interest with your fellow students (in English)?	1	2	3	4	5	6	7
21. Can you read short English narratives?	1	2	3	4	5	6	7
22. Can you understand English films without subtitles?	1	2	3	4	5	6	7
23. Can you answer your teacher's questions in English?	1	2	3	4	5	6	7
24. Can you understand English songs?	1	2	3	4	5	6	7
25. Can you read English-language newspapers?	1	2	3	4	5	6	7
26. Can you find out the meanings of new words using a monolingual dictionary?	1	2	3	4	5	6	7
27. Can you understand telephone numbers spoken in English?	1	2	3	4	5	6	7
28. Can you write diary entries in English?	1	2	3	4	5	6	7
29. Can you understand English articles on Korean culture?	1	2	3	4	5	6	7
30. Can you introduce yourself in English?	1	2	3	4	5	6	7
31. Can you write an essay in about two pages about your lecturer in English?	1	2	3	4	5	6	7
32. Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?	1	2	3	4	5	6	7

Appendix 2: Adaptation of the QESE used in this study.

1	2	3	4	5	6	7				
I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well				
1. Can you understand stories told in English?				1	2	3	4	5	6	7
2. Can you do homework/home assignments alone when they include reading English texts?				1	2	3	4	5	6	7
3. Can you understand English-spoken TV programs?				1	2	3	4	5	6	7
4. Can you describe your institute to other people in English?				1	2	3	4	5	6	7
5. Can you write messages in English on the internet (face book, twitter, blogs, etc.)?				1	2	3	4	5	6	7
6. Can you give directions from your house to the institute?				1	2	3	4	5	6	7
7. Can you write a text (a paragraph, email, short story) in English?				1	2	3	4	5	6	7
8. Can you tell a story in English?				1	2	3	4	5	6	7
9. Can you understand radio programs from English-speaking countries? Can you understand English-language TV programs made in non-English speaking				1	2	3	4	5	6	7
10. countries?				1	2	3	4	5	6	7
11. Can you leave a note for another student in English?				1	2	3	4	5	6	7
12. Can you guess the meaning of unknown words when you are reading an English text?				1	2	3	4	5	6	7
13. Can you form new sentences from words you have just learnt?				1	2	3	4	5	6	7
14. Can you write e-mails in English?				1	2	3	4	5	6	7
15. Can you understand English dialogs (audio recordings) about everyday institute matters?				1	2	3	4	5	6	7
16. Can you understand messages or news items in English on the internet?				1	2	3	4	5	6	7
17. Can you ask your teacher questions in English?				1	2	3	4	5	6	7
18. Can you produce English sentences with idiomatic phrases?				1	2	3	4	5	6	7
19. Can you introduce someone (to someone else) in English?				1	2	3	4	5	6	7
20. Can you discuss subjects of general interest with your fellow students (in English)?				1	2	3	4	5	6	7
21. Can you read short English narratives?				1	2	3	4	5	6	7
22. Can you understand English films without subtitles?				1	2	3	4	5	6	7
23. Can you answer your teacher's questions in English?				1	2	3	4	5	6	7
24. Can you understand English songs?				1	2	3	4	5	6	7
25. Can you read English-language newspapers?				1	2	3	4	5	6	7
26. Can you find out the meanings of new words using an English-English dictionary?				1	2	3	4	5	6	7
27. Can you understand telephone numbers spoken in English?				1	2	3	4	5	6	7
28. Can you write your daily routine in English?				1	2	3	4	5	6	7
29. Can you understand articles written in English on Chilean culture?				1	2	3	4	5	6	7
30. Can you introduce yourself in English?				1	2	3	4	5	6	7
31. Can you write an essay in about two pages about a topic you like in English?				1	2	3	4	5	6	7
32. Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?				1	2	3	4	5	6	7

Appendix 3: Spreadsheet with results of the pre and post-test, divided by questions.

		1) I am totally unable to do this.	2) I am unable to do this.	3) I am possibly unable to do this.	4) I am possibly able to do this.	5) I am basically and in principle able to do this	6) I am able to do this.	7) I am able to do this well.		
Question 1	pre	2,8	2,8	11,1	30,6	33,3	11,1	8,3		
	post	0	0	9,1	24,2	39,4	15,2	12,1		
	difference	-2,8	-2,8	-2	-6,4	6,1	4,1	3,8		
Question 2	pre	0	0	5,6	19,4	27,8	30,6	16,7		
	post	0	0	3	18,2	36,4	21,2	21,2		
	difference	0	0	-2,6	-1,2	8,6	-9,4	4,5		
Question 3	pre	5,6	0	8,3	38,9	27,8	16,7	2,8		
	post	0	0	6,1	33,3	27,3	30,3	3		
	difference	-5,6	0	-2,2	-5,6	-0,5	13,6	0,2		
Question 4	pre	2,9	5,7	11,4	28,6	22,9	25,7	2,9		
	post	0	3	3	33,3	24,2	18,2	18,2		
	difference	-2,9	-2,7	-8,4	4,7	1,3	-7,5	15,3		
Question 5	pre	0	5,6	5,6	13,9	25	27,8	22,2		
	post	0	0	3,1	15,6	28,1	25	28,1		
	difference	0	-5,6	-2,5	1,7	3,1	-2,8	5,9		
Question 6	pre	5,6	2,8	8,3	27,8	25	13,9	16,7		
	post	3	0	9,1	24,2	21,2	21,2	21,2		
	difference	-2,6	-2,8	0,8	-3,6	-3,8	7,3	4,5		
Question 7	pre	0	0	11,1	25	22,2	16,7	25		
	post	0	0	3	15,2	33,3	24,2	24,2		
	difference	0	0	-8,1	-9,8	11,1	7,5	-0,8		
Question 8	pre	2,8	16,7	5,6	30,6	22,2	13,9	8,3		
	post	0	0	12,1	21,2	39,4	18,2	9,1		
	difference	-2,8	-16,7	6,5	-9,4	17,2	4,3	0,8		
Question 9	pre	2,8	0	13,9	25	36,1	16,7	0		
	post	0	0	6,1	39,4	30,3	21,2	3		
	difference	-2,8	-5,6	-7,8	14,4	-5,8	4,5	3		
Question 10	pre	0	0	19,4	41,7	30,6	5,6	2,8		
	post	0	0	9,1	39,4	21,2	27,3	3		
	difference	0	0	-10,3	-2,3	-9,4	21,7	0,2		
Question 11	pre	0	2,8	11,1	22,2	27,8	25	11,1		
	post	0	0	0	21,2	30,3	27,3	21,2		
	difference	0	-2,8	-11,1	-1	2,5	2,3	10,1		
Question 12	pre	2,8	0	16,7	36,1	25	16,7	2,8		
	post	0	0	9,1	33,3	27,3	18,2	12,1		
	difference	-2,8	0	-7,6	-2,8	2,3	1,5	9,3		
Question 13	pre	0	2,8	13,9	22,2	33,3	22,2	5,6		
	post	0	0	3,1	28,1	37,5	21,9	9,4		
	difference	0	-2,8	-10,8	5,9	4,2	-0,3	3,8		
Question 14	pre	0	2,8	13,9	27,8	30,6	19,4	5,6		
	post	0	0	3	21,2	24,2	27,3	24,2		
	difference	0	-2,8	-10,9	-6,6	-6,4	7,9	18,6		
Question 15	pre	0	0	8,8	23,5	38,2	20,6	8,8		
	post	0	3	0	27,3	24,2	30,3	15,2		
	difference	0	3	-8,8	3,8	-14	9,7	6,4		
Question 16	pre	0	2,8	11,1	11,1	36,1	27,8	11,1		
	post	0	3,1	3,1	18,8	18,8	43,8	12,5		
	difference	0	0,3	-8	-7,7	-17,3	16	1,4		
Question 17	pre	0	2,8	11,1	8,3	25	33,3	19,4		
	post	0	3	12,1	21,2	12,1	24,2	27,3		
	difference	0	0,2	1	12,9	-12,9	-9,1	7,9		
Question 18	pre	0	5,7	17,1	48,6	17,1	8,6	2,9		
	post	0	0	3	42,4	24,2	27,3	3		
	difference	0	-5,7	-14,1	-6,2	7,1	18,7	0,1		
Question 19	pre	0	2,8	13,9	22,2	19,4	27,8	13,9		
	post	0	0	0	28,1	21,9	21,9	28,1		
	difference	0	-2,8	-13,9	5,9	2,5	-5,9	14,2		
Question 20	pre	0	11,1	19,4	33,3	27,8	2,8	5,6		
	post	0	0	3	36,4	30,3	18,2	12,1		
	difference	0	-11,1	-16,4	3,1	2,5	15,4	6,5		
Question 21	pre	5,6	0	5,6	11,1	25	36,1	16,7		
	post	0	0	3	9,1	27,3	30,3	30,3		
	difference	-5,6	0	-2,6	-2	2,3	-5,8	13,6		
Question 22	pre	0	5,6	22,2	30,6	25	8,3	8,3		
	post	3	0	6,1	21,2	36,4	27,3	6,1		
	difference	3	-5,6	-16,1	-9,4	11,4	19	-2,2		
Question 23	pre	2,8	0	13,9	16,7	16,7	27,8	22,2		
	post	0	0	3,1	15,6	15,6	37,5	28,1		
	difference	-2,8	0	-10,8	-1,1	-1,1	9,7	5,9		
Question 24	pre	0	0	17,1	22,9	28,6	20	11,4		
	post	0	3	3	24,2	27,3	30,3	12,1		
	difference	0	3	-14,1	1,3	-1,3	10,3	0,7		
Question 25	pre	0	2,8	16,7	33,3	30,6	16,7	0		
	post	0	0	0	33,3	27,3	30,3	9,1		
	difference	0	-2,8	-16,7	0	-3,3	13,6	9,1		
Question 26	pre	0	0	8,3	38,9	13,9	19,4	19,4		
	post	3	0	6,1	24,2	24,2	24,2	18,2		
	difference	3	0	-2,2	-14,7	10,3	4,8	-1,2		
Question 27	pre	0	0	11,1	13,9	19,4	22,2	33,3		
	post	0	0	0	15,2	9,1	33,3	42,4		
	difference	0	0	-11,1	1,3	-10,3	11,1	9,1		
Question 28	pre	0	2,9	8,6	20	20	31,4	17,1		
	post	0	0	6,1	9,1	21,2	36,4	27,3		
	difference	0	-2,9	-2,5	-10,9	1,2	5	10,2		
Question 29	pre	0	0	8,3	27,8	33,3	16,7	13,9		
	post	0	0	3	15,2	36,4	24,2	21,2		
	difference	0	0	-5,3	-12,6	3,1	7,5	7,3		
Question 30	pre	0	0	0	27,8	13,9	22,2	36,1		
	post	0	0	6,1	12,1	18,2	15,2	48,5		
	difference	0	0	6,1	-15,7	4,3	-7	12,4		
Question 31	pre	2,8	2,8	16,7	36,1	30,6	5,6	5,6		
	post	0	6,1	15,2	18,2	33,3	27,3	0		
	difference	-2,8	3,3	-1,5	-17,9	2,7	21,7	-5,6		
Question 32	pre	0	0	8,3	30,6	33,3	19,4	8,3		
	post	0	0	3	27,3	24,2	36,4	9,1		
	difference	0	0	-5,3	-3,3	-9,1	17	0,8		

Appendix 4: Letter of instrument validation.



UNIVERSIDAD METROPOLITANA
DE CIENCIAS DE LA EDUCACIÓN
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS
Magister en TEFL

Instrument validation.

The following document was written to obtain expert validation from Universidad Metropolitana de Ciencias de la Educación on the data collection instrument this researcher will use for the investigation called *The Impact of Language Learning Podcasts in Chilean Students' English Self-Efficacy*, to be carried out during 2020/2021.

The Questionnaire of English Self-Efficacy (QESE).

The Questionnaire of English Self-Efficacy was developed by Wang (2004) and consists of 32 items. Each item aims at measuring students' judgements about their capabilities to carry out certain tasks using English as a foreign language in the context areas of listening, speaking, reading and writing. The scale is measured on a 7-point rating scale from 1 (I cannot do it at all) to 7 (I can do it very well) and designed to measure the following four areas: (a) self-efficacy for listening (Items 1, 3, 9, 10, 15, 22, 24, and 27); (b) self-efficacy for speaking (Items 4, 6, 8, 17, 19, 20, 23, and 30); (c) self-efficacy for reading (Items 2, 12, 16, 21, 25, 26, 29, and 32); and (d) self-efficacy for writing in English (Items 5, 7, 11, 13, 14, 18, 28, and 31). In order to differentiate self-efficacy from other self-referent areas (self-esteem, self-concept), Wang developed these 32 items through interviews, focus groups, observations and consultation with experts in educational psychology and second language learning.

The original version of this questionnaire was designed for children in the United States. Since its creation in 2004, the QESE has been adapted for children and adult students in Korea, China and Germany (Li & Wang, 2010; Wang & Kim, 2011; Wang, Schwab, & Fenn, 2011).

The instrument presented for validation in this document, was adapted from the version used by Chuang Wang (2012) in an investigation that aimed at examining the measurement properties of QESE. Results showed that QESE appears to be a reliable measure of students' self-efficacy beliefs in learning a second/foreign language.

a. Original version (Wang, Kim, Bong, & Ahn, 2012)

	1	2	3	4	5	6	7
	I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well
1. Can you understand stories told in English?	1	2	3	4	5	6	7
2. Can you do homework/home assignments alone when they include reading English texts?	1	2	3	4	5	6	7
3. Can you understand American TV programs (in English)?	1	2	3	4	5	6	7
4. Can you describe your university to other people in English?	1	2	3	4	5	6	7
5. Can you compose messages in English on the internet (face book, twitter, blogs, etc.)?	1	2	3	4	5	6	7
6. Can you describe the way to the university from the place where you live in English?	1	2	3	4	5	6	7
7. Can you write a text in English?	1	2	3	4	5	6	7
8. Can you tell a story in English?	1	2	3	4	5	6	7
9. Can you understand radio programs in English-speaking countries?	1	2	3	4	5	6	7
10. Can you understand English-language TV programs made in Korea?	1	2	3	4	5	6	7
11. Can you leave a note for another student in English?	1	2	3	4	5	6	7
12. Can you guess the meaning of unknown words when you are reading an English text?	1	2	3	4	5	6	7
13. Can you form new sentences from words you have just learnt?	1	2	3	4	5	6	7
14. Can you write e-mails in English?	1	2	3	4	5	6	7
15. Can you understand English dialogs (audio recordings) about everyday school matters?	1	2	3	4	5	6	7
16. Can you understand messages or news items in English on the internet?	1	2	3	4	5	6	7
17. Can you ask your teacher questions in English?	1	2	3	4	5	6	7
18. Can you produce English sentences with idiomatic phrases?	1	2	3	4	5	6	7
19. Can you introduce your teacher (to someone else) in English?	1	2	3	4	5	6	7
20. Can you discuss subjects of general interest with your fellow students (in English)?	1	2	3	4	5	6	7

21. Can you read short English narratives?	1	2	3	4	5	6	7
22. Can you understand English films without subtitles?	1	2	3	4	5	6	7
23. Can you answer your teacher's questions in English?	1	2	3	4	5	6	7
24. Can you understand English songs?	1	2	3	4	5	6	7
25. Can you read English-language newspapers?	1	2	3	4	5	6	7
26. Can you find out the meanings of new words using a monolingual dictionary?	1	2	3	4	5	6	7
27. Can you understand telephone numbers spoken in English?	1	2	3	4	5	6	7
28. Can you write diary entries in English?	1	2	3	4	5	6	7
29. Can you understand English articles on Korean culture?	1	2	3	4	5	6	7
30. Can you introduce yourself in English?	1	2	3	4	5	6	7
31. Can you write an essay in about two pages about your lecturer in English?	1	2	3	4	5	6	7
32. Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?	1	2	3	4	5	6	7

a. Adapted Version

Previous researchers in the United States, China, Korea, and Germany adapted some elements of the 32 items. For example, they changed Pokemon (originally included in the first version of the questionnaire), to Facebook, Twitter and blogs. In Chinese, one item was written as “Can you understand English articles about Chinese culture?” In Korean, the item was changed to “Can you understand English articles about Korean culture?” Finally, in German, the item was worded as “Can you understand English articles about German culture?”. By doing these changes, researchers fitted the instrument into the cultural context of their target populations.

As a researcher, I have considered the following principles for the adaptations made:

- **To diversify the English referents:** from *American*, to *English-speaking countries*. This will be done since participants in this study may have access to multiple different variations of English from many different countries (items 3 and 10).
- **To consider participants' language learning context:** from *Korean Culture* to *Chilean Culture* (item 29).
- **To take into account the type of institution where the participants study:** from *University*, to *Institute* (Items 4, 6 and 15)
- **To take into consideration words and expressions the students are more familiar with:** from *compose to write*, or *describe the way to give directions* (Items 5, 6, 26 and 28)
- **To specify and generalize options or provide examples:** from *radio programs in English-speaking countries*, to *radio programs from English-speaking countries* (since you will not necessarily be in an English-speaking country when you listen to a radio program), and from *can you introduce your teacher*, to, *can you introduce someone*, etc. (Items 7, 9, 10, 19, 26 and 31)

1	2	3	4	5	6	7	
I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well	
1. Can you understand stories told in English?	1	2	3	4	5	6	7
2. Can you do homework/home assignments alone when they include reading English texts?	1	2	3	4	5	6	7
3. Can you understand English-spoken TV programs?	1	2	3	4	5	6	7
4. Can you describe your institute to other people in English?	1	2	3	4	5	6	7
5. Can you write messages in English on the internet (face book, twitter, blogs, etc.)?	1	2	3	4	5	6	7
6. Can you give directions from your house to the institute?	1	2	3	4	5	6	7
7. Can you write a text (a paragraph, email, short story) in English?	1	2	3	4	5	6	7
8. Can you tell a story in English?	1	2	3	4	5	6	7
9. Can you understand radio programs from English-speaking countries?	1	2	3	4	5	6	7
10. Can you understand English-language TV programs made in non-English speaking countries?	1	2	3	4	5	6	7
11. Can you leave a note for another student in English?	1	2	3	4	5	6	7
12. Can you guess the meaning of unknown words when you are reading an English text?	1	2	3	4	5	6	7
13. Can you form new sentences from words you have just learnt?	1	2	3	4	5	6	7
14. Can you write e-mails in English?	1	2	3	4	5	6	7
15. Can you understand English dialogs (audio recordings) about everyday institute matters?	1	2	3	4	5	6	7
16. Can you understand messages or news items in English on the internet?	1	2	3	4	5	6	7
17. Can you ask your teacher questions in English?	1	2	3	4	5	6	7
18. Can you produce English sentences with idiomatic phrases?	1	2	3	4	5	6	7
19. Can you introduce someone (to someone else) in English?	1	2	3	4	5	6	7

20. Can you discuss subjects of general interest with your fellow students (in English)?	1	2	3	4	5	6	7
21. Can you read short English narratives?	1	2	3	4	5	6	7
22. Can you understand English films without subtitles?	1	2	3	4	5	6	7
23. Can you answer your teacher's questions in English?	1	2	3	4	5	6	7
24. Can you understand English songs?	1	2	3	4	5	6	7
25. Can you read English-language newspapers?	1	2	3	4	5	6	7
26. Can you find out the meanings of new words using an English-English dictionary?	1	2	3	4	5	6	7
27. Can you understand telephone numbers spoken in English?	1	2	3	4	5	6	7
28. Can you write your daily routine in English?	1	2	3	4	5	6	7
29. Can you understand articles written in English on Chilean culture?	1	2	3	4	5	6	7
30. Can you introduce yourself in English?	1	2	3	4	5	6	7
31. Can you write an essay in about two pages about a topic you like in English?	1	2	3	4	5	6	7
32. Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?	1	2	3	4	5	6	7

References

- Li, Y., & Wang, C. (2010). An empirical study of reading self-efficacy and the use of reading strategies in the Chinese EFL context. *Asian EFL Journal*, 12(2), 144–162.
- Wang, C. (2004). *Self-regulated learning strategies and self-efficacy beliefs of children learning English as a second language*. (Doctoral dissertation). University of Ohio.
- Wang, C., & Kim, D. (2011). Examination of the psychometric properties of a self-efficacy scale. In: Roundtable paper presentation at the Annual Conference of American Educational Research Association (AERA), New Orleans, LA.
- Wang, C., Schwab, G., & Fenn, P. (2011, June). Self-efficacy and self-regulated learning strategies for English language learners: Comparison between Chinese and German college students. In: Paper presented at the 17th German-American Faculty Symposium, Ludwigsburg, Germany.

Appendix 5: Letter of instrument validation's response.

Ref.: Solicitud de validación de
instrumento de investigación



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

Santiago, 13 de noviembre de 2020

Diego Muñoz Mejías
Departamento de Inglés
Universidad Metropolitana de Ciencias de la Educación
PRESENTE

A través de la presente valido el instrumento de investigación (cuestionario) propuesto para la Tesis de Postgrado "The impact of Language Learning Podcasts in Chilean Students' English Self-Efficacy" bajo la supervisión de la Profesora María Eugenia Hernández.

Atentamente,

Dra. Verónica González Temer
Profesora Asistente
Departamento de Inglés
Universidad Metropolitana de Ciencias de la Educación