Using a Podcast to Improve English Speaking Skills of High School Students

By:

Dr. Rasha Dorgham

Imam Muhammad Ibn Saud Islamic University
Faculty of Graduate studies for Education- Cairo University

Using a Podcast to Improve English Speaking Skills of High School Students

Dr. Rasha Dorgham[*]

Abstract:

The study intends to examine the efficiency of using the podcast in enhancing English-speaking skills among eleventh-grade students at El-Nasr Official Language School, Giza Governorate. An experimental approach was employed to examine the usefulness of podcasts in improving the English speaking skills of 10th-grade students. The researcher used an experimental design with two groups: the experimental group and the control group. The experimental group was taught using podcasts, whereas the control group received conventional instruction. Pre- and post-test were used to compare the outcomes. The research sample comprises of 56 participants. To assess the level of skill learning in the research sample, the researcher used an assessment card. The results showed that students in the experimental group who used podcasts showed a significant improvement in English speaking skills compared to the control group that relied on conventional teaching methods. Based on the results, it can be said that the use of podcasts was effective in enhancing English-speaking skills in the experimental group.

Key Words: Podcast, Speaking skills, Eleventh grade students, improving the English language.

[*] **Dr. Rasha Dorgham:** Imam Muhammad Ibn Saud Islamic University, Faculty of Graduate studies for Education- Cairo University**.**

Introduction:

There are still considerable problems with students' English speaking and listening abilities. Student proficiency in speaking and listening is typically low. They struggle to express their ideas and opinions vocally because they are self-conscious and fear making mistakes. They still struggle with some English word pronunciations. Speaking requires not only proper pronunciation but also a vast vocabulary (Laiya et al., 2022).

Speaking is an essential English language skill to master since it demonstrates the ability to use the language to express one's thoughts to others in a communication. Moreover, emphasizes the importance of listening intently in order to fully comprehend what others are saying when speaking with them (Fitria et al., 2015)

Speaking is commonly understood to be the capacity to communicate verbally with others while utilizing language to express thoughts, ideas, and objectives. It is an inter active process that entails generating, processing, and receiving information for both transactional and interactive purposes. In addition, speaking is a useful skill that entails delivering meaning through structured vocal statements. This indicates that speaking is crucial to communication (Samad et al., 2017)

For foreign language learners to improve their oral communicative ability, they must be provided with sufficient speaking chances. While there has been a lot of research in the past few years on the potential of podcasting for the development of oral competences, not much has been done to apply it to the enhancement of speaking abilities or pronunciation correction (Díez & Richters, 2020)

The way individuals communicate and obtain information has been altered by technological advancements. The podcast: a useful resource for teaching and learning languages. A podcast is a new tool that instructors have been using more and more in the last several years. A podcast is one of the many newly developed technologies that offers content for language learning. In addition, a number of professionals clarified what a podcast is in the filed discrepancies (Prasetya & Nuraeni, 2021)

For all language learners today, using technology to learn English as a foreign language (EFL) is crucial. It might make studying easier and even enjoyable in addition to being enjoyable. It may also boost students' motivation. In fact, technology is essential for getting children excited about learning since it allows them to practice learning anytime, anywhere (Rabie, 2023).

A type of interactive media used in the classroom to enhance speaking and listening skills development is the podcast. Podcasts can be tailored to the needs of the students and can assist students in developing their speaking abilities. One of the modern technologies supporting the educational system is the podcast, which offers native English speakers as English language resources for EFL students.

Language instructors are using podcasting more and more as a way to disseminate instructional materials and promote learning outside of the conventional classroom. The goal of the current study was to determine how podcasting affected the speaking abilities of EFL students.

Study Problem

Learning English as a common global language is dictated by the nature of the Times, and the nature of social, scientific, professional and technical changes in most Arab countries, as English has become an essential tool for entering the global and local labor market (Khasawneh, 2021). Many studies such a study of Rahardjo & Pertiwi (2020); El-Koumy (2020); Daif-Allah & Aljumah (2020), Reynolds, B. L., & Teng (2021); Alghameeti (2022) and Alzahrani & Alqurashi (2023) have revealed about the existence of difficulties facing students at the high level in learning English language skills, including those related to speaking English, grammar and lack of vocabulary. The results indicated difficulties in grammar due to the students ' lack of knowledge of English grammar and vocabulary. Among the difficulties are the lack of adequate qualification of teachers, the failure of teaching curricula to keep pace with the educational environment, reliance on memorization and indoctrination, and the lack of time allocated for teaching them.

Many studies have found that the use of modern means may help improve English language skills, including podcasts such as a study of

Asyifah & Indriani (2021); Khalilavi (2022); Liu (2023) and Rabie (2023).

From here, the researcher tried to identify the impact of using the podcasts in improving English language abilities among high school students in Giza governorate, Egypt.

Question of the Study

- What is the effect of using a Podcast in improving English-Speaking Skills of High school students?

In particular, the following was the formulation of the research objectives for this study:

- Preparing a list of English-speaking skills for high school students.
- Recognizing the importance of English-speaking skill among high school students.
- Identifying the benefits of using podcasts to teach the English language to high school students of El-Nasr Official Language School, Giza Governorate, Egypt.

Study hypotheses:

-H1: There is statistically significant difference between the average scores of the experimental group that educated via the podcast and the control group that studied via the conventional method using assessment card method to evaluate the English-speaking skill of high school students (at the level of significance α ≤ 0.05) in El-Nasr Official Language School, Giza Governorate, Egypt.

-H2: There is statistically significant difference between the mean scores of the experimental group that educated via podcast in the pre and post-test in the assessment card to evaluate the English-speaking skill of students in the high school (at the level of significance α ≤ 0.05).

Study significance:

This study addresses the importance of utilizing the podcast technology in developing students' English-speaking skills. While many teachers rely on conventional methods of teaching, this study presents a new model of teaching that combines technology with effective classroom interaction. Using modern technologies such as podcasts is

beneficial to motivate students and enhance their skills in speaking confidently and effectively. Therefore, this study contributes to developing educational practices and enhancing the quality of education in the linguistic field.

Study delimitations

1. **Substantive delimitations**: requirements for operationalizing the use of podcasts to improve students' oral English proficiency. This information era has seen a significant impact on education from technology.
2. **Human delimitations**: The current research application is limited to High school students.
3. **Spatial delimitations**: The current research application is limited to El-Nasr Official Language School, Giza Governorate, Egypt.
4. **Time delimitations**: The current study shall be applied in the academic year 2023/2024.

Definition of terms:

Speaking

It is a productive skill. Because speaking requires multiple steps to accomplish the goal of utilizing a language interactively, it belongs to its genre. Speaking uses sound to convey messages and facilitate communication. This indicates that speaking is an active process of communication with an intended goal that links the speaker's and the listener's ideas. Speaking is the act of creating and conveying ideas orally or verbally in a range of settings. Speaking is the process of producing vocal sounds that reassure the listener that you are following messages in a credible and considerate manner (Samad & Ahmad, 2017).

Skill

Learning to speak, listen, write, and read are the four key life skills. The term "macro-skills" refers to these four-language proficiency areas. Grammatical, lexical, phonetic, and spelling "micro-skills" are frequently contrasted with this. Oral, written, and direct communication are the several modes of communication that are used to transmit and receive information. The receptive skill in the oral mode is listening, while the receptive skill in the written mode is reading. Conversely, speech and writing are useful abilities. Speaking is produced in an oral mode,

whereas writing is produced in a written method (Syahabuddin& Rizqa, 2021)

Podcast

Unlike other audios, podcasts are automatically supplied online through a website. Podcasts use voice, the most powerful medium for rapidly connecting with listeners. It transforms the way that students learn English by giving them the freedom to learn at the time and location that best suits their needs. As a result, the podcast is a collection of audio recordings that provide detailed instructional content to help the user become an advanced student (Syahabuddin & Rizqa, 2021)

The term "podcasting" describes the manual download of audio and video files from the internet for digital dissemination. These files can be downloaded to a portable device or read on a PC. Topics that were formerly exclusive to in-person lectures are frequently communicated through podcasts. Considering that podcasts can use recorded audio and video to reach big audiences (Suvarnaphaet & Suvarnaphaet, 2023).

1.Literature Review:

Language experts have studied speaking English as a second language for a long time. This ability has been deemed crucial for learning a second language. Proficiency in English allows learners to communicate with others in English, as speaking is defined as an action carried out for the purpose of talking with others. Although learning English as a second language is still crucial, the way that students acquire this skill has altered as a result of recent globalization (Bella, 2022)

Speaking and writing are two useful skills that are related. It belongs to a different genre since it requires multiple steps to accomplish an interactive language-based aim. Speaking uses sound to convey message and facilitate communication. This indicates that speaking is an active process of communication with an intended goal that links the speaker's and the listener's ideas. Speaking is the act of creating and conveying ideas orally or verbally in a range of settings. Speaking, which is the act of producing vocal sounds, reassures the listener that you are following signals in a believable and considerate manner (Samad et al., 2017)

Speaking is essentially the oral communication process when a person uses a language to communicate ideas, feelings, and thoughts. It is one of the language skills that students must learn in order to be able to converse with others. Speaking is another action that is crucial to the process of learning a language in a classroom. The pupils can share their ideas and views and subscribe to their creative thinking through speaking. The teacher must take into account a number of speech characteristics when instructing and learning. Grammar, fluency, correctness, vocabulary, and pronunciation are frequently regarded as the most crucial components of speaking (Alfa, 2020).

The teaching of speaking in the classroom is done for three basic reasons. Firstly, speaking exercises give students genuine chances to practice speaking in public in the classroom. Second, both the teacher and the students receive feedback from the speaking exercises when students attempt to use any or all of the languages they are proficient in. Third, the more automatically these parts are used, the more opportunities pupils have to activate the many language components they have stored in their brains (Rabie, 2023)

There is no denying Information and communication technologies (ICT) impact on language instruction in this digital age. The instructional materials are readily available to teachers from a variety of sources. Additionally, varieties of instructional resources that are suitable for language instruction have lately been developed. One form of media that is being debated right now is podcasts. "Pod" and "broadcast" are the words that make up the term podcast. In keeping with the previous description, podcasts fall under the category of media that can be used in the process of teaching and learning, particularly when it comes to teaching English. Speaking and listening are two interconnected abilities. It is true that speaking is a crucial communication skill that must be taught. More specifically, the curriculum's goal of teaching English to EFL students placed a strong emphasis on receptive skills alone. However, this has altered as new teaching philosophies have emerged in the field of language instruction. The use of contemporary language teaching resources is also necessary to achieve synergy; podcasts are a useful tool in this regard (Yoestara & Putri, 2019).

One of the sources of content for the public library is podcasts. On the internet, there exist various varieties of podcasts. There are three different kinds of podcasts available right now: extra lecture materials, off-campus courses. It has demonstrated that podcasts are a useful tool for teaching and learning English. The most widely used and user-friendly type of podcast is audio-based. It just needs a little amount of storage space and simply contains audio. Most of the time, it is in MP3 format, which is compatible with all MP3 devices (Prasetya & Nuraeni, 2021)

Depending on the teacher's instructions or the interests of the pupils, a variety of native speaker materials can be chosen and downloaded from the podcast. Additionally, students can record on their podcasts or listen to them. Teachers and students might share information with others at any time thanks to podcasts. As a result, using podcasts helps improve students' speaking skills in addition to providing them with more listening practice. They have the option to listen to native English speakers speak before they make or speak in the podcast. Students can mimic or follow the pronunciation, intonation, accuracy, etc. of the native speakers while they listen to the podcast. In order for students to be proficient speakers (Rahmasari et al., 2021).

Here are various justifications for using podcasts to help students' speaking and listening skills in English.

1- The first reason podcasts could benefit students in improving their speaking and listening skills is that they provide them with exposure to real-world English usage. This is especially true because the podcast's content is created by native speakers and covers a wide range of subjects with actual speech.

2- The possibility that podcasts could promote self-regulated learning outside of the classroom is the second fundamental rationale. The reality that, in the first place, highs chool enrollment is high

3- The third justification is that podcasts may boost pupils' self-assurance in their speaking and listening abilities.

4- The last justification is that podcasts may promote active learning.

Podcasts offer students real resources for learning English, whether they are speaking or listening. Using podcasts is especially crucial for university students, who face the difficulty of becoming independent English learners. Additionally, since they may select their own resources and express themselves through speaking in English, students can become more motivated and engaged when learning to speak in English through podcasts (Pabebang, 2020).

The Benefits of Using Podcasts in Language Classroom:

1. You can listen to podcasts anywhere, at any time. By downloading and listening to the podcasts whenever it is most convenient for them, students can save money, time, and energy.
2. Podcasting offers learners the flexibility of customization to align with their preferred learning methodologies and styles.
3. Podcasting, when utilized in conjunction with "e-learning," can yield significant educational benefits.
4. Podcasting facilitates quick, simple, and engaging learning for students.
5. Podcasts have the potential to enhance learners' abilities to study on their own by giving them the chance to produce and distribute content for actual audiences (Rabie, 2023)

Previous studies:

The results of Fitria et al. (2015) study indicated that pupils are exposed to real materials that grab their interest through podcasts. Podcasts give students relevant assignments that improve their comprehension. In addition, podcasts help students expand their knowledge and vocabulary, which helps them become more proficient. Moreover, podcasts make it easier to incorporate technology into lessons and activities that raise students' motivation. Fifth, students' good opinions of using podcasts to study English speaking and listening are a result of the enjoyable and helpful learning experiences they offer. Sixth, a five-minute podcast is more productive than a lengthier one.

Samad et al. (2017) study concluded that the pupils' achievement in speaking was positively impacted by the podcast media. Additionally, this media could address pupils' speech issues, like poor fluency and mispronunciation.

According to the results of Ramli & Kurniawan study (2017), it is irrefutable that the use of technology in the twenty-first century has a significant impact on how teachers impart knowledge and how pupils learn, especially in the areas of speaking and listening. This study has shown that using podcasts to generate classroom activities is very beneficial, and that students are highly motivated and appealing to participate in speaking and listening exercises in the classroom.

According to Rahmasari et al. (2021), using a podcast to help them learn to speak piqued the kids' interest because it offered a variety of themes to pick from, including lessons, stories, jokes, music, motivation, and more. Additionally, students learn how to pronounce words correctly in English, which increases their motivation to practice speaking and their confidence in their ability to do so. Furthermore, because students can use podcasts whenever they want and because they are appropriate for the current scenario where students must study at home, learning to speak is made quite safe. The podcast was very simple to use and comprehend. It can be inferred that the majority of students felt that using podcasts to help them learn how to speak had a positive effect and was really helpful in helping them become better public speakers.

Yeh et al. (2021) advised that EFL teachers use podcast-making activities to assist students in improving their speaking competency, as podcasting can be an effective and engaging technique to engage EFL students in speaking practice. In order to help students become more proficient speakers, EFL teachers should assist them in comparing early and later iterations of their own podcasts. This will help them become more conscious of their own development and increase their metacognitive awareness. Ultimately, promoting students to investigate the advantages and difficulties of podcasting together with their coping mechanisms might help them enhance their capacity for independent learning.

Dewi (2023) study demonstrated that podcasts are a well-liked and practical tool for teaching English speaking to students. Podcasts are an excellent tool for students to study and practice a variety of knowledge skills that will help them get better at English. Podcasts offer a variety of

popular podcast theme content, so they can help students learn English by giving them access to authentic information from native speakers. Podcasts can help students concentrate on their speaking abilities, including vocabulary, fluency, and grammar.

The studies presented highlight the use of modern technologies such as podcasts in teaching the English language and the extent of their impact on the acquisition of English-speaking skills among students. When comparing these studies with the current research, which aims to identify the effect of using podcasts in developing English language skills among high school students, a set of ideas and conclusions can be drawn. Studies confirm the importance of acquiring English-speaking skills among high school students. It also provides evidence that using modern technologies, including podcasts, develops students' English-speaking skills, which is in line with the aim of the current study.

The current study also seeks to explore the role of podcasts in improving English language skills among high school students. This is the goal sought by previous studies, and their results showed the effectiveness of using these techniques in developing students' English language skills.

Previous studies provide support for the study hypotheses, indicating that using podcasts can develop students' English-speaking skills. Previous studies also confirm the need to conduct more research in this field. By delving into these aspects, the current study is in a good position to contribute significantly to an important topic related to the development of students' English language skills.

2.Study Methods:

An experimental approach based on experimental and control groups was utilized, with pre- and post-test, to determine the effectiveness of podcasts on eleventh grade students' English speaking skills. The researcher used an experimental design with two groups, one experimental and the other control, with the experimental group being taught utilizing educational podcast technology. Whereas the control group receives standard education.

Research sample:

The students participated in the study were (56) students divided into two groups, (28) as experimental and (28) as control. Participants were selected from two classes of eleventh grade in El-Nasr Official Language School, Giza Governorate, Egypt.

Research variables

- Independent variable is the Podcast
- Dependent variable is English-speaking skill.

Measurement tools

To measure the level of skill acquisition in the research sample, the researcher utilized an assessment card. Prior to constructing the card, the researcher conducted a thorough review of educational literature and previous studies pertaining to the research topic. The assessment card was then developed based on a series of steps.

1-The objective of assessment card determination

This card assesses high school students' ability to speak English and determines how well they have acquired the skill.

2- Identifying the performances listed on the assessment card

This card represents a unit of study consisting of nine sub-phrases. The skills are arranged in a logical order, taking into account the accuracy, clarity, and specificity of describing the performance in a specific phrase. Each phrase begins with a behavioral verb in the present tense.

3- Choosing the Assessment Method

To assign a score for each English-speaking talent, the researcher used the following set of possibilities:

- The participant completes the skill with a high score (high), in this instance the student receives three points.
- The participant performs the skill to a modest degree and receives (two) marks.
- If the student achieves the skill with an appropriate score, the student will receive one point.
- The student does not complete the skill having a score of zero points.

4- **After identifying the purpose of the assessment card and the performances to be evaluated, the primary version of the assessment card was created for a single unit of study that includes nine sub-phrases.**

Assessment card instructions:

Care has been taken to ensure that the assessment card instructions are clear and specific.

- After identifying the purpose and determining the primary axes and sub-skills, the assessment card was drafted with nine sub-skills.
- The researcher ought to modify the assessment card to ensure its validity as a measurement tool.

Calculated the reliability and stability of the card, which was done as follows:

The researcher presented an assessment card to a group of judges to assess its validity by verifying the correctness, clarity, and observability of the wording. The researcher also obtained approval from the Ministry of Education and Training after visiting the school where the research was conducted. The assessment card was applied to two research groups, which included both experimental and control groups. The experimental treatment material was developed using the general model of instructional design (ADDIE), with the aim of assessing the skill of speaking English through podcasts among high school students El-Nasr Official Language School, Giza Governorate, Egypt.

ADDIE is a design model that combines the general characteristics of multiple design models. It is a simple alternative to many complex models and is suitable for designing any type of learning. It helps to develop a common vision for the learning development process and the approach fits the nature of the current research.

The current research experiment was conducted at El-Nasr Official Language School, Giza Governorate, Egypt, and the place was prepared to suit the application of the S before the evaluation tool. The Research Practice Performance Assessment card was applied to a sample of 56 students, including 28 control groups and 28 experimental groups. The homogeneity of the two research groups was calculated on the assessment card to ensure the homogeneity of the two study groups.

Application of the experimental treatment material:

After the students completed the performance assessment card, and the researcher recorded the scores the researcher recorded the scores obtained by the students:

- Selecting the scientific material from which the podcasts will be prepared.
- Setting the objectives of the podcasts.
- Explaining the podcast files and how to deal with its different tools.
- Preparation of a computer with an external microphone.
- Preparation of a program to record audio and convert the file to 3MP format.
- Preparation of podcast episodes for uploading them to the internet.

After preparing the podcasts and conducting the experiment, a meeting was held with the students to organize a one-day introductory course. The course was aimed to explain the necessary steps and guide the students on how to save their podcasts on their devices of all kinds. Invitations were sent to students via email and the teacher's website to access their podcasts. The students were then asked to carry out the learning activities available on the podcast.

During the course, the students began broadcasting the podcast, interacting and practicing the content. Meanwhile, the control group was taught through the conventional method of teaching in the classroom using textbooks. After the teaching, the research tool was applied to both the control and experimental groups. The assessment card was used to score each student's performance in the skill of speaking in English. The score of each student was recorded individually for both the experimental and control groups.

The experimentation continued for six weeks with two classes per week, each lasting for one hour per quarter.

Statistical methods:

After completing the basic experimental procedures, the researcher summarized the student's scores on the (before and after) in specially prepared tables for statistical processing and extraction of results. The

researcher used the statistical package (SPSS) for statistical processing using the following statistical methods.

- Pearson's correlation coefficient (Correlation Pearson) was used to check assessment card stability.
- Test Samples Parried (t-test) for the significance of the differences between the scores of the pre-and post-application between the pre and post-application scores.
- The "Black Modified Gain Ratio" formula for calculation of the usefulness of the podcasts in improving English-speaking skills

4.Results and Discussion:

The study hypotheses Verification

In order to test the 1st study hypothesis: "There is statistically significant difference between the average scores of the experimental group that educated via the podcast and the control group that studied via the conventional method using assessment card method to evaluate the English-speaking skill of high school students (at the level of significance α ≤ 0.05) in El-Nasr Official Language School, Giza Governorate, Egypt", T-test has been used and the findings were showed in table No.1.

Table 1: Results of the comparison between the mean scores of the control and experimental groups after applying the English-speaking skills assessment card

Students	N	Experimental group		Control group		T- test	Significance
		Mean	SD	Mean	SD		
Control group	28	15.98	1.89	24.85	0.899	19.981	0.0000
Experimental group	28						

*significance level at (α ≤ 0.05)

Table 1 reveals that the t value (19.981) is statistically significant at the 0.005 level. As a result, the experimental group that consumes educational podcasts has a statistically significant advantage over the control group in terms of average scores. Thus, the first study hypothesis was confirmed.

In order to test the 2nd study hypothesis: " There is statistically significant difference between the mean scores of the experimental group

that educated via podcast in the pre and post-test in the assessment card to evaluate the English-speaking skill of students in the high school (at the level of significance $\alpha \le 0.05$)", T-test has been used and the findings were showed in table No. 2.

Table 2: Results of assessing the experimental group's mean scores on the pre- and post-assessment cards for English-speaking skills.

Students	Pre-test		Post-test		T- test	Significance
	Mean	SD	Mean	SD		
Study group (each group n=28)	4.8	0.587	25.89	0.988	85.860	0.0000

*significance level at ($\alpha \le 0.05$)

Table 2 demonstrated that the t-value (85.860) was statistically significant at the 0.05 level, with a significance value of (0.00), indicating a statistical significance at the (0.05) level favoring the higher group, which is the post-application. Therefore, it may be claimed "There is statistically significant difference at the level of significance ($\alpha \le 0.05$) between the mean scores of the experimental group that studied via educational podcast in the pre and post-test in the assessment card to evaluate the English speaking skill of students in the high school". So the 2nd study hypothesis was confirmed.

Answering the Study Question:

To address the study's question about the usefulness of using podcasts to increase English-speaking skills in high school students. The term "Black" indicates that the program is useful if it reaches a minimum skill level (102) and a maximum skill (2). Table 3 displays the average gain percentage of Black to assess the usefulness of podcasts in improving English-speaking skills among high school students.

Table 3: "BLACK" adjusted earning percentage to quantify the success of podcast in improving English-speaking skills.

Experiment	Mean	Final grade	Adjusted Gain Ratio	Significance
Pre-test	4.6			
Post-test	25.89	26	1.812	Significant

Table (3) clearly shows that the percentage of earning rate for the usefulness of the podcast is (1.812), which exceeds the minimum set by "Black" (1.2), implying that the podcast is effective in improving high school students' English-speaking skills.

Results and Recommendations:

First: General results

The research conducted has shown that there is a significant difference between the mean scores of the experimental and control groups. The results indicate that there is a statistically significant difference in the scores of the students who used the educational podcast in the pre-and post-test. It is believed that this difference could be explained by the following factors:

- The convenience of using podcast technology, which does not require advanced computerized skills.
- The students ability to learn more as they are not limited to classroom time.
- The technology promotes cooperative learning among students.

Second: **Recommendations:**

According to the previously mentioned results, the following recommendations are suggested:

- **Enhancing Educational Process with Podcasts:** Utilizing modern technology like podcasts in education can significantly enhance the overall educational process. This technology increases learners' motivation and interest, providing an effective and exciting way to access educational content. Innovative technology offers diverse and engaging learning experiences, encouraging learners to actively participate in the educational process.
- **Producing Relevant and Engaging Content:** Efforts should focus on producing relevant and engaging podcast content that aligns with students' needs and curriculum objectives. Teachers require training and support to effectively integrate podcasts into their teaching practices.
- **Evaluating the Impact of Podcasts:** Evaluation studies are essential to measure the impact of podcasts on enhancing students' language

skills. Promoting the adoption of podcast technology across various educational environments is crucial.

- **Strengthening Support for Educational Technology Research and Development:** Support for research and development in educational technology needs to be strengthened. Collaboration between teachers and educational technology specialists should be encouraged to share experiences and best practices.
- **Providing Ongoing Professional and Technical Support:** Continuous professional and technical support is necessary to ensure the successful integration of podcasts into the educational process. Students should be encouraged to utilize podcasts as a flexible learning tool outside the classroom to improve their language skills comprehensively.

Study suggestions:

Based on the results and recommendations of the current study, several recommendations can be made for future studies as follows:

- The impact of podcast content and attractiveness on student motivation and learning outcomes: Exploring the relationship between podcast content, attractiveness and the impact on student motivation and learning outcomes.
- Teacher training and professional development in using podcasts: Identifying the most appropriate strategies to train and support teachers in integrating podcasts into their teaching practices and designing appropriate professional development programs.
- Evaluating the impact of podcasts on language skills: Evaluating the impact of podcast use on students' long-term language skills development and comparing it to conventional methods of teaching across different language proficiency levels.

5.Reference list

Alfa, R. R. (2020). Using podcast as authentic materials to develop studentsâ€™ speaking skill. JELLT (Journal of English Language and Language Teaching), 4(1), 65-74.

Alghameeti, A. A. (2022). Is TikTok an effective technology tool in English vocabulary expansion. *English Language Teaching*, *15*(12), 1-14.

Alshawabkah, A. F. K., & Abdullah, A. T. H. (2023). Podcasts impacts in teaching speaking skills jordanian efl undergraduate students. International Journal of Education, Psychology And Counselling (IJEPC), 8(50), 264-274.

Alzahrani, S. A., & Alqurashi, H. S. (2023). Using the flipped classroom model to improve Saudi EFL learners' English pronunciation. *Linguistics and Culture Review*, *7*(S1), 51-71.

Amira, A., E. (2024). The Effect of Using Podcasts on Enhancing EFL Speaking Skill of HighSchool Students. مجلة كلية التربية. جامعة طنطا, 90(1.), 1-24.

Asyifah, D. A., & Indriani, L. (2021). The student perspective: The impact of podcasts on EFL students listening comprehension. *Eduvelop: Journal of English Education and Development*, *4*(2), 127-134.

Bella, C. C. O. (2022). Improving Students' Speaking Ability Using Podcast. E-Journal Research on English Language Teaching in Indonesia, 9(03), 25-31.

Daif-Allah, A. S., & Aljumah, F. H. (2020). Differences in Motivation to Learning English among Saudi University Students. *English Language Teaching*, *13*(2), 63-74.

Dewi, A. A. K. (2023). Senior high school students' experiences in using podcast to learn English speaking. *Retain*, *11*(1), 115-122.

Díez, M. T., & Richters, M. A. (2020). Podcasting as a Tool to Develop Speaking Skills in the Foreign Language Classroom. The EuroCALL Review, 28(1), 40-56.

El-Koumy, A. (2020). Teaching English as a foreign language to students with learning disabilities at the intermediate and advanced levels: a multiple-strategies approach. *Revised Edition (February*

20, 2020). Published by Dar An-Nashr for Universities, Cairo, Egypt, Revised Edition.

Farangi, M. R., Nejadghanbar, H., Askary, F., & Ghorbani, A. (2015). The effects of podcasting on EFL upper-intermediate learners' speaking skills. CALL-EJ Online, 16(2), 1-18.

Fitria, U., Vianty, M., & Petrus, I. (2015). Using podcast to improve students listening and speaking achievements. The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language, 2(1), 55-68.

Kassaie, L., Shairi, H. R., & Gashmardi, M. R. (2021). Integrating MALL into the Classroom: The Cultural and Pedagogical Impact of Authentic Podcasts on FFL Learners' Listening and Speaking Skills. International journal of society, culture & language, 9(1), 69-85.

Khalilavi, M. (2022). Using podcasts in learning English language pronunciation among pre-intermediate students. *Journal of new advances in English Language Teaching and Applied Linguistics*, *4*(1), 725-738.

Khasawneh, M. A. S. (2021). Language skills and their relationship to learning difficulties in English language from the students' point of view. *Science and Education*, *2*(9), 261-272.

Koçak, a., & Alagözlü, N. (2021). The effect of learner podcasts on EFL students' speaking development. Journal of Language Teaching and Learning, 11(2), 18-41.

Laiya, R. E., Khasanah, U., Sulistiani, I., Sudrajat, D., & Miswan, M. (2022). Podcast-mediated students learning english in the second grade of senior high school. *Qalamuna: Jurnal Pendidikan, Sosial, dan Agama*, *14*(2), 1011-1024.

Liu, C. Y. (2023). Podcasts as a resource for learning academic English: A lexical perspective. *English for Specific Purposes*, *71*, 19-33.

mardila Ramli, A., & hari Kurniawan, E. (2017, August). The use of podcast to improve students' listening and speaking skills for EFL learners. In International Conference on English Language Teaching (ICONELT 2017) (pp. 189-194). Atlantis Press.

Pabebang, E. K. (2020). Enhancing Students' Speaking Skill Using Podcast: an Experimental Study. LangEdu Journal.

Prasetya, E. P., & Nuraeni, N. (2021). The use of podcast to promote students's peaking ability in online learning at the Covid 19 pandemic. Journal of English Educational Study (JEES), 4(1), 11-20

Rabie, D. A. K. (2023). The Effectiveness of Podcasts in Developing the Listening and Speaking Skills of EFL Secondary Stage Students and Motivation. *Journal of the College of Education in Mansoura*, 123(4), 219-240.

Rahardjo, A., & Pertiwi, S. (2020). Learning motivation and students' achievement in learning English. *JELITA*, *1*(2), 56-64.

Rahmasari, W., Ahmad, Y. B., & Kamil, A. B. (2021). Students' perception on utilizing podcast in learning speaking skill. Journal of Applied Studies in Language, 5(1), 101-107.

Reynolds, B. L., & Teng, M. F. (2021). Introduction to the special issue on teaching English reading and writing to young learners. *Studies in Second Language Learning and Teaching*, *11*(3), 325-330.

Samad, I. A., Bustari, A., & Ahmad, D. (2017). The use of podcasts in improving students' speaking skill. *Journal of English language and education*, *3*(2), 97-111.

Saragih, D., Marpaung, A., & Saragih, R. P. S. (2022). The Use of Podcast in Improving Students' Listening Skill of Senior High School. International Journal Corner of Educational Research, 1(2), 57-68.

Suvarnaphaet, K. M., & Suvarnaphaet, P. (2023). Use of podcasts to develop students' speaking skills. Humanities, Arts and Social Sciences Studies, 1-8.

Syahabuddin, K., & Rizqa, K. (2021). IMPROVING STUDENTS'LISTENING SKILL USING PODCASTS. Journal of Digital Education, Communication, and Arts (DECA), 4(01), 51-61.

Yeh, H. C., Chang, W. Y., Chen, H. Y., & Heng, L. (2021). Effects of podcast-making on college students' English speaking skills in

higher education. Educational Technology Research and Development, 69, 2845-2867.

Yoestara, M., & Putri, Z. (2019). PODCAST: An alternative way to improve EFL students' listening and speaking performance. Englisia: Journal of Language, Education, and Humanities, 6(1), 15-26.