

**فعالية استخدام استراتيجية مقترحة قائمة على البث
الصوتي لتنمية مهارات التحدث في اللغة الإنجليزية لدى
طلاب المرحلة الثانوية في مدرسة الرواد الثانوية**

**The Use of Podcasts in Developing Al Rwad
Secondary School Students English-Speaking Skills**

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للتسجيل لدرجة الماجستير في التربية

قسم المناهج وطرق التدريس (تخصص اللغة الإنجليزية)

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خلاصة

أجريت هذه الدراسة لبحث فاعلية استخدام البودكاست في تنمية مهارات التحدث باللغة الإنجليزية لدى طلاب المرحلة الثانوية في مدرسة الرواد. تم اختيار أربعة وأربعين طالباً بشكل عشوائي وتم تقسيمهم إلى مجموعتين: المجموعة التجريبية وعددهم 22 طالب، والمجموعة الضابطة عددهم 22 طالب يتم تطبيق التعليم التقليدي عليهم. ولتحقيق أهداف الدراسة أعد الباحث أداة واحدة تتمثل في بطاقة مراقبة الأداء المهاري. أشارت نتائج تحليل البيانات إلى وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) بين متوسطات درجات المجموعة التجريبية في القياس القبلي والبعدي في بطاقة الملاحظة لقياس مهارة التحدث باللغة الإنجليزية في المرحلة الثانوية. كما توجد فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة (التي تم تدريسها بالطريقة التقليدية) في بطاقة الملاحظة لقياس مهارة التحدث باللغة الإنجليزية لدى طلاب المرحلة الثانوية في مدرسة الرواد. وعليه يمكن القول أن البودكاست التربوي فعال في تنمية مهارة التحدث باللغة الإنجليزية لدى طلاب المرحلة الثانوية في مدرسة الرواد. وفي ضوء هذه النتائج الإيجابية يوصي الباحث باستخدام البودكاست لتطوير مهارات التحدث باللغة الإنجليزية كلغة أجنبية.

الكلمات الرئيسية: البودكاست ، مهارات التحدث باللغة الإنجليزية ، تعلم اللغة الإنجليزية كلغة أجنبية.

The use of podcasts in developing Al-Rwad secondary school students' EFL speaking skills

1. Abstract

This study was conducted to investigate the effectiveness of using podcasts in developing the EFL speaking skills of secondary school students at Al- Rwad School. Forty-four students were randomly selected and divided into two groups: the experimental group (N = 22) and the control group (N = 22). To achieve the objectives of the study, the researcher prepared one tool represented in the skill performance monitoring card. The results of data analysis indicated that there were statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group in the pre and post measurement of English speaking skill at the secondary stage. There were also statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group and the control group in the English-speaking skill of secondary school students. In Al-Rwad school. Accordingly, it can be said that the educational podcast is effective in developing the English-speaking skill of secondary school students at Al- Rwad School. In light of these positive results, the researcher recommends using podcasts to develop EFL speaking skills.

Key words, Podcast, English-speaking skills, EFL students.

2. Introduction

The fast advancement of computers, connectivity, and multimedia in the twenty-first century has transformed classrooms into Smart rooms. Teachers are projected to transition into The TechnoTeachers. Teachers today confront a significant difficulty in creating a dynamic atmosphere and bringing the world into the classroom activities. To modify the old language rules, a technological phase of learning is required as part of English learning methods (Rajval and Devi., 2011). With an increasing number of English Language Learners (ELLs), the quest for more effective and efficient educational techniques is a priority, and a variety of teaching approaches and resources are employed to assist ELLs in becoming fluent English speakers. Learners in the twenty-first century are highly relational, demanding instant access to fresh knowledge and connecting the globe. Learners can also engage in learning on a whole new level. With the whole world at their fingertips, today's children require teachers and administrators to rethink the role of technology in the classroom (Blair, 2012). The use of technology to improve students' learning experiences was studied (Diallo, 2014).

2.1. Podcasts

The podcast provides opportunities for teachers to assist students in strengthening their speaking skills. The concept of employing podcast medium is based on the following assertions from various literature professionals. Podcasts are said to not only improve listening skills, but also other language areas such as pronunciation, grammar, vocabulary, and learning activities (Chan et al. 2011).

Podcasts are audio and video materials delivered through the web in the form of a series of episodes with a similar subject. These

episodes are accompanied with a file known as a “feed,” which allows listeners to subscribe to the series and automatically receive new episodes. It appears to be a fresh wing of transformation. Podcasts can be uploaded or downloaded; they help learners become acquainted with the target language, and teachers can use them as useful audio material in class for activities such as discussions; additionally, on the web, there are specific podcasts for ESL learners, and these can include pronunciation for specific needs of students. Podcasts surely assist students in improving their public speaking skills. (Chan et al. 2011).

According to Jordan (2017), the term podcast is derived from the phrases pod (as in the brand name iPod) and broadcast. The podcast is one of the web’s second generation tools that assists learners in doing the tasks assigned to them properly and It is a digital media in the form of wma, mp4, mp3 files (posted to the web, whether by individuals or radio stations, or by businesses or organisations seeking to broadcast information and skills in audio or video forms) (Shahramiri & Gorjian, 2013)

Fitria, Vianty, and Petrus (2015, p. 64-65) suggest that podcasts can help students improve their skills. The podcast may be one of the options and new methods that can help students enhance their comprehension and speaking ability.

Furthermore, Dan Schmit, an instructional technology expert in the College of Education at the University of Nebraska, has explored this viewpoint, which is expressed in his statement as follows: “Educators can assist students improve their vocabulary, writing, editing, public speaking, and presenting abilities by using podcasts”.

“Students can also develop vital skills for the workplace, such as communication, time management, and problem-solving. Further-

more, by using the podcast, instructors have a new means of connecting with their students outside of the classroom and enhancing learning outside of the school day “(Bongey, Cizadlo, & Kalnback, 2016, p. 350-367).

These experts think that podcasting can help students improve speaking skills. Students may also play it on their smartphones whenever and whenever they choose. As previously said, in order to develop excellent speaking abilities, pupils must demonstrate high fluency and acceptable pronunciation when speaking. It would serve as the foundation for employing podcast medium. As a result, the study question is: “Does consuming podcast media increase students’ speaking skills significantly?” The researchers anticipate that this study will help to fill a gap in the body of literature as well as for teachers, particularly those who teach English in senior high school. It may also help pupils enhance their speaking abilities, notably fluency and clarity. (Samad and Fitriani, 2016)

Podcasting is the incorporation of audio files into which we may feed our own contents and distribute them both within and outside of the classroom. Students listen to their favorite music files on Ipods. In the same manner, kids get their education through entertainment. Podcast technology is widely available, simple to use, and affordable, making it an appealing alternative for providing students with more flexible learning materials. (Maamar., 2018)

2.1.1. Podcasts as a Language Learning Material

According to Mohammadzadeh (2010, p. 1193), podcast materials can increase students’ motivation and help them become more autonomous and confident in speaking

According to Chan et al., (2011), because the podcast is one of the options, the instructor may easily deliver real information in

class. Podcast media is beneficial to students because it brings them closer to the target language and has an impact on their attitude and motivation

Furthermore, Rosell-Aguilar and Fernando (2015, p. 38) argue that a podcast is akin to a public library in that it distributes any materials or resources required directly to consumers' devices. Users may freely download it without having to register or pay any fees. When they wish to learn anything, they can pick from a variety of conversation subjects that have been supplied. Rosell-Aguilar and Fernando (2015, p. 32) clearly stated that "the podcast was a practical and easy to use format." As previously said, podcasts are certainly easy to obtain, appealing, and push students to study. The notion of employing podcast media to assist this research is based on the following assertions from experts, in order to see the progress of students' speaking abilities.

The instructor can help pupils establish self-confidence and make studying more entertaining by employing podcast media. This self-assurance may be growing as a consequence of their capacity to comprehend the rhetoric of a certain issue as a result of hearing repetitions and oral performance. (Samad, 2016). This understanding makes them find the learning process enjoyable.

2.1.2. Steps for using podcasts in teaching

The process of designing an educational situation includes a set of procedures and steps that are based on a set of considerations to be taken when planning an educational situation, and with regard to the steps to be taken into account by the teacher when using the podcast. Engage University has developed a set of steps that represent a general guiding framework for the teacher when he decides to use podcasts in teaching his students as follows (Laing & Wootton, 2007):

- **The first step:** Choosing the appropriate content, the student can listen to the podcast that the teacher carried while the student himself is busy with another task, or while he is in transportation, or doing any other work. Therefore, complex materials that can be covered during the class session should be avoided. The lecture may not be recorded unless there is a necessary educational reason. Also, a limited amount of material should be provided in one podcast. For example, a series of podcasts can be produced, each page focusing on one of the concepts that the student finds difficult to understand.
- **The second step:** Defining the educational goals, the podcast can achieve more than one goal for the podcast's content and design, which makes the educational goal specific, an educational one that is used in the service of academic research.
- **The third step:** Content design, listening to other podcasts with the aim of selecting the best ones, such as a podcast that includes a dialogue, an interview, or something else that is appropriate for what the teacher wants exposed (problem, case, subjective experience...)
- **Step Four:** Produce Podcasts: This step relates to the teacher's ability to use his skill in audio recording and to rely on a method that moves away from the lecturer's method or delivering the lecture as content in the podcast.
- **Fifth step:** Integrating the podcast into the educational course. The podcast is included in the course content and activities, as the learning process is built on its presence

2.1.2. The importance of podcasts in teaching English

Desdous and Boutas (2018) indicated the importance of podcasts that can be used in teaching English, as follows:

- Replay the audio file or download it to the user's device, which allows for review of the educational content and, accordingly, for better language acquisition for non-native speakers.
- The possibility of linking the audio file with images supporting the content, hyperlinks, and links to information sources, or linking the audio file to films that allow the teacher to use visuals to find educational resources appropriate to the nature of students and their ways of learning.
- Using podcasts as a tool that interacts with the tasks of teaching methods, such as using teaching methods based on the constructivist model of learning, or the individual or personal model.
- General returns for podcasts, such as: managing time according to the needs of the target group, whether by the teacher or the student, so that the student can organize and manage learning time by himself.

The use of podcasts in teaching foreign languages, including English, is one of the most widely used fields. Podcasts can be incorporated naturally into phonics-based courses, especially in foreign language learning (Nikolou & Darra, 2019). One of the main advantages of using podcasts is that it allows the student great flexibility in the opportunity to listen to the language of the owners without the need to be in the computer lab or the classroom.

2.2. Speaking Skill

Al-Mekhlafi and Nagaratnam (2011, p. 71) state that grammar is a collection of rules that governs the structure of a language and

may be used to join linguistic units. Combining appropriate linguistic units assists the speaker or writer in developing any concepts in their head, and it makes it much simpler for a person to create communication in communicating messages in a spoken or written form. The third factor is pronunciation. This is the process of correctly pronouncing a certain word

Speaking is a useful talent, similar to writing. It has its own genre since it employs sound to communicate meanings and has numerous steps to attain the objective utilising a language in an interactive manner. This indicates that speaking is an interactive communication process that links ideas between the speaker and the interlocutor for a specific goal. (Martin & Rose, 2012).

According to Yingjie (2014, p. 58), fluency is the capacity to communicate at an effective speed, to speak smoothly, and to create the correct word without having to think too hard. In this example, exceptional fluency fosters more confidence in expressing ideas while also improving communication skills.

Speaking Aspects: Several aspects of speaking are engaged in the speaking process that occurs during contact. Grammar, fluency, precision, vocabulary, and pronunciation are often regarded to be the most significant qualities of speaking, according to Duong (2014, p. 86). The first is vocabulary. Vocabulary is a term that has a different meaning for each function. To avoid misunderstandings in communication, a term communicates the content of ideas. It is useful for defining any objects, activities, or thoughts.

According to Kusnierek (2015, p. 78), accuracy relates to knowing words, being correct in structures and grammar, and being better at capturing the content of linguistic messages without making mistakes, and without causing hesitation in contact. Obviously, high

precision makes an effect on how the speaker communicates the word to the other person.

Speaking requires not just vocal sound but also awareness of the characteristics of speaking including the generic framework of the speaking event that must be followed sequentially, also known as genre (Samad and Adnan, 2017).

2.3. Speaking Improvement and Podcasting

Language teachers utilised Podcasts to distribute instructional content and stimulate learning outside of the classroom, according to Farangi, Nejadghanbar, Askary, and Ghorbani (2015). Their research discovered that podcasts have an impact on the speaking abilities of EFL learners. A total of 60 Iranian EFL upper-intermediate learners were pre- and post-tested in both experimental and control groups. The study's findings revealed that employing podcasting in language classes had an effect on EFL learners' speaking skills in the experimental groups. The findings also demonstrated that podcasting linked with a textbook (preplanned syllabus) produces greater outcomes than podcasting as the primary teaching tool. In accordance with the previous work, Asaadinezhad and Gorjian (2015) studied the influence of reconstructing Podcasts on the speaking ability of pre-intermediate EFL learners. It assessed students' speaking abilities at the BA level at Iran's Islamic Azad University of Ahwaz. Sixty people took a pre-test based on the reconstructed podcast. Their research looked on the influence of podcasting on the reconstruction of experimental groups during therapy. The findings demonstrated that the experimental group significantly influenced the teaching more than the control group. The use of reconstruction podcasts in speaking proficiency enhanced both fluency and accuracy of the EFL learners' speaking competence, according to this study.

According to Silviani (2015), peer-correction via podcasting has a substantial influence on the improvement of speaking abilities of Iranian IELTS students (The International English Language Testing System). They used a quasi-experimental intact group design with 40 Iranian IELTS advanced participants. The study's findings demonstrated that peer-correction via audio recording can improve speaking abilities. Similarly, Drew (2017) employed student-created podcasts as an appealing and helpful medium for language learners' speaking skills.

According to the findings of Previous studies (Yingjie (2014), (Silviani, 2015), (Martin & Rose, 2012) and (Samad and Adnan, 2017), peer feedback via podcast and voice recording assisted students in developing and supporting their speaking abilities. In addition, Wulan (2018) conducted a research to see if podcasting performance in English lessons helps students enhance their speaking abilities. This experimental study was conducted on eleventh-grade science programme students to evaluate their speaking performances in the post-test using an analytic scoring rubric including content, fluency, correctness on pronunciation, grammar, and spelling. The findings of this study demonstrated that podcasting had a considerable influence on the speaking achievement of eleventh-grade students, as well as motivating and challenging pupils in the English-speaking class

. Podcasting is a helpful, and exciting technology that learners and teachers can use both within and outside of the classroom to progress and disseminate educational components and content, as well as to assist and motivate learners to learn foreign languages more effectively. Several studies on podcasting have found that it improves learners' various skills, particularly their listening and speaking abilities.

2.4. EFL Students' Speaking Problems

Beyond any doubt, English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas (Abram & Pearlman, 2010). To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the real nature of those problems and the circumstances in which 'problems' are constructed. Inhibition, one of the main problems, is when students try to say things in a foreign language in the classroom and they get inhibited. Much of their worry is built over making mistakes, fear of criticism or losing face. They are shy of the attention that their speech attracts. Aziz et al. (2013) asserts that a foreign language classroom can create inhibitions and anxiety easily. Lack of Topical Knowledge is another problem. It is highly important for teachers to engage students in oral communication in topics that are familiar to them, students usually complain about having nothing to say in certain topics simply because the topic is not suitable for them.: Another problem in speaking class is Low or Uneven Participation . Students can never be in the same level of proficiency and as a result, some of them may speak a lot, so there is a tendency of some learners to dominate others. One of the most frequent issues in classroom is the use of mother tongue. In fact, students sometimes can never be blamed for using the mother tongue. Azadi et al. (2018) puts

forward several reasons amongst the fact that it is rather a natural phenomenon that needs practice more and more to overcome. Another reason is when teachers use mother tongue, this may give students the impression that it is of no harm to use mother tongue on their part as well.

3. Context of the Problem

One of the main purposes of secondary education in English is the teaching of speaking skills, as defined in the Ministry of Education regulations and Student Curriculum (Ministry of Education, 2019-2020). Despite the importance of speaking skills at the secondary level, students struggle with their ability to communicate. According to the researcher's experience, this could be related to the prevalent traditional methods of teaching speaking. Students usually just need to answer a few words in response to the teacher's 'display' questions. Furthermore, the methods used rarely give pupils a thorough knowledge of what it means to communicate and how native speakers actually speak. As a result, the ability to talk remains a distant goal or an unclear concept that, like other abilities, is regarded to be difficult to get by students.

Many research, such as (Bustari et al., 2017; Koçak & Alagözlü, 2021), have demonstrated that using podcasts as a learning tool improved students' speaking skills significantly. As a result, the current study's researcher proposed that secondary school students' use of podcasts in Egypt, might improve their English-speaking skills.

4. Statement of the problem

The problem of the study can be stated in the weakness in speaking skills of the secondary school students.. To solve the above problem, the present study researchers suggested that the use of podcast technology in education might develop the English-speaking skill of secondary school students.

5. The study question

The present study attempted to answer the following question:

- What is the effectiveness of using podcasts in developing English-speaking skills for secondary school students?

6. The study aim:

The present study aimed at identifying the effect of using podcasts in developing the English-speaking skill of secondary school students in Al-Rwad School

7. Study hypotheses

The current study seeks to test the following hypotheses:

- First Hypothesis: There is statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group (that studied with the help of the educational podcast) and the control group (which studied using the traditional method) in the observation card to measure the English speaking skill of secondary grade in secondary school.

- The second hypothesis: There is statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group (which studied with the help of the educational podcast) in the pre and post measurement in the observation card to measure the English speaking skill of students in the secondary stage.

8. DELIMITATIONS OF THE STUDY

This study was confined to two groups with a total of 44 students at the secondary stage, students were randomly assigned into a control group (n=22) and an experimental group (n=22) selected from Al-Rwad School, in the school year 2020/2021, first term, it started on 1st December 2020 and ended on the 15th December 2020.

and, as this study is limited to speaking skills only, therefore, the results of the present study can be confined only to that population.

9. SIGNIFICANCE OF THE STUDY

The importance of this study stems from the following:

- Presenting a scientific material on the effectiveness of the educational podcast for teaching English that can benefit those concerned with developing ELT skills.
- The study presents a comprehensive view of the ways of utilizing educational podcasts in developing English language skills.
- To identify the obstacles that hinder the use of podcasts to teach English to secondary school students, by knowing the requirements for its application.
- This study can be a steppingstone towards a comprehensive suite of podcast applications for teaching English to secondary school students.
- The results of the study can contribute to both English language teachers, secondary school students and decision-makers in the Ministry of Education, by revealing the strengths and weaknesses in the skills needed for students.

10. METHODOLOGY OF THE STUDY

10.1 .Design of the Study

The two-group (experimental and control) pre-posttest experimental design was used in the present study. The two groups were a sample of 44 (22 as control and 22 as experimental) secondary school students in Al-Rwad School.

The experimental group was taught using educational podcast technology, while the control group was taught using traditional teaching.

10.2. Variables of the Study

Independent variable: podcast

Dependent variable: EFL speaking skills

10.3. Participants of the Study

The participants of the study were randomly selected from Al-Rwad School, in the school year 2020/2021, the first term, starting on 1st December 2020 and ending on the 15th December 2020. The reason why this school was selected is that it provided the researcher with all-time needed for the experiment.

The participants used in this study were (44) students divided into two groups, (22) as experimental and (22) as control. All students have been learning English as their first foreign language for ten years. Students' age ranged from 15 to 17 years during the school year 2020/2021. It is worth mentioning that first-year secondary school students usually have five classes of English per week. Each class continues for 50 minutes.

10.4. Instruments of the Study

10.4.1. The steps for designing the study tool

The current study relied on one tool represented in the skill performance observation card.

The following are the steps for designing the study tool:

The observation card is one of the appropriate ways to collect data on female students, which is in a situation of usual behavior. The card included a set of basic skills, then each basic skill was analyzed into a number of sub-skills, the sub-skills which the students should follow. Researcher to prepare the note card:

1. Determining the goal of building the observation card: The observation card aimed to measure the English-speaking skills of

secondary school students, in order to identify the extent to which they mastered those skills after studying the environment.

2. **Determining the performances included in the card:** The performances and skills of English-speaking skills were determined through a review of many literature such as related studies, and their logical arrangement was taken into account when formulating the skills.

3. **Choosing the levels of performance:** The degree that suits each of the English-speaking skills (performance levels) was determined. The researcher distributed the scores using a set of possibilities as follows:

- That the student performs the skill at a (high) degree, and here the student gets (3 marks).
- That the student performs the skill with a medium grade, and here the student gets (2 marks)
- That the student performs the skill with an acceptable grade, and here the student gets a score of (1).
- That the student does not perform the skill, and here the student does not get any grades (0 marks).

4. **Observation Card Instructions:** It was taken into account that the card's instructions as well as the purpose of the card are clear and specific, so that any observer can use it accurately.

5. **The initial version of the Observation card:** After the goal of the observation card was determined, the main axes, and sub-skills under each axis were identified, the number of skills reached (1) sub-skill, and based on it, you had to check your ability to verify your skills.

6. **validity of the Observation Card:** After completing the design of the observation card in its initial form, it was presented to a group of arbitrators specialized in educational techniques, curricula and teaching methods.

- The amendments to the note card were made based on the opinions of the arbitrators

7. **Observation card reliability:** The stability of the observation card was calculated by the method of inter-rater reliability (explain how) on the performance of one student, then the coefficient of agreement between their estimates of performance was calculated.

1.1.2. Design and control of experimental processing materials:

Since the current study aims to reveal the effectiveness of using podcast to develop English-speaking skills for Al-Rwad secondary school, the experimental treatment material was represented in the educational podcast technology episodes as follows.

- **Determining the ideal performance:** The researcher used the English language textbook for secondary school students and conducted interviews with a number of English language teachers for the intermediate stage. On the basis of that, the researcher set a set of objectives related to English speaking skills, as follows: Recognize words, speak correctly, Understand the words correctly.
- **Comparing the current level of performance with the desired levels of performance:** In this step, the researcher compared the levels of current performance with the levels of desired performance and found a need to develop English speaking skill.

11. RESULTS OF THE STUDY:

First: Verifying the Hypotheses of the Study:

11.1. The First Hypothesis

To test the first hypothesis of the study which states that “There is statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group (studied with the help of the educational podcast) and the control group (which studied using the traditional method)

in the observation card to measure the English speaking skill of secondary grade in secondary school” t-test was used. The findings were presented in the table (1):

Table (1): Findings of comparing the control group and the experimental group mean scores in the post application of the English speaking skills observation card..

Participants	Control group		Experimental group		T- test	Significance
	Mean	SD	Mean	SD		
Experimental group (n=22)	16.55	1.870	25.95	0.999	20.814	(0.000)
control group (n=22)						Significance at ($\alpha \leq 0.05$)

The above table showed that the t-value (20.814) was statistically significant at 0.005 level . Thus, it could be said that there was a statistically significant difference between the experimental group and the control group mean scores in favor of the group with the highest average, which is the experimental group using the educational podcast. So, the first hypothesis was verified.

Figure (1): The averages of the scores of the control group and the experimental group in the post application English speaking skills observation card

11.1. The second hypothesis

To test the second hypothesis of the study which states that “There is a statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group (studied with the help of the educational podcast) in the pre and post measurement in the observation card to measure the English speaking skill of secondary grade in Al-Rwad school” the t-test was used. The findings were presented in table (2):

Table (2): Findings of comparing the experimental group mean scores on the pre-and the post- of the observation card for English speaking skills.

Participants	Pre-application		Post-application		T- test	Significance
	Mean	SD	Mean	SD		
22 (for each group)	4.5	0.598	25.95	0.999	84.970	(0.000) Significance at ($\alpha \leq 0.05$)

The above table showed that the t-value (84.970) was statistically significant at 0.05 level , and the significance value was (0.00), which is the value of a statistical significance at the (0.05) level in favor of the higher group, which is the post- application. Thus, it could be said that there was a “There is a statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group (studied with the help of the educational podcast) in the pre and post measurement in the observation card to measure the English speaking skill of secondary grade in Al-Rwad school. So, the second hypothesis was verified.

Figure (2): The arithmetic mean of the scores of the experimental group students in the pre and post application of English speaking skills observation card

To measure the effectiveness of educational podcasts in developing the English speaking skill of secondary grade in Al-Rwad school, the researcher used the adjusted earnings equation for “Black” (Black Modified Gain Ratio) in order to calculate the effectiveness of the educational podcast, it is expressed by the following equation:

$$Y - X / (D - Y) + (Y - X) / D$$

Where, Y = mean score in the post-test, X = mean score in the pre-test, D = maximum score that can be obtained on the test.

Second: Answering the Question of the Study:

In order to answer the question of the study about the effectiveness of using podcast in developing English-speaking skills for secondary school students? by using “Black” suggests that the program is effective if it achieves a minimum ability of (102) and a maximum ability of (2). The following table shows the average gain percentage of Black to measure the effectiveness of educational podcasts in developing English speaking skill among secondary grade students in Al-Rwad school

Table (3): The adjusted earning percentage for “BLACK” to measure the effectiveness of educational podcasts in developing English speaking skill.

Application	Mean	The final grade	Adjusted Gain Ratio	Significance
Pre	4.5	27	10747	Significant
Post	25.95			

It is clear from Table (3) that the percentage of earning rate for the effectiveness of the educational podcast is (1.747), which is more than the minimum set by “Black” (1.2), thus, it can be said that the educational podcast is effective in developing the English speaking skill of secondary school students in Al-Rwad school.

12. DISCUSSION OF THE RESULTS:

The results of the current study revealed that there is a statistically significant difference at the level of (0.05) between the average scores of the students of the control group who use the (traditional method), and the average scores of the students of the experimental group who use the (educational podcast) in the post-application of the English speaking skills observation card in favor

of the experimental group. Also, there was a statistically significant difference at the level (0.005) between the average scores of the students of the experimental group that used (educational podcast) in the pre and post-application of the English speaking skills observation card for the sake of post-application,

The researcher believes that this result can be explained in the light of the following:

- Ease of dealing with podcast technology, as dealing with this technology does not require high computer skills.
- Facilitating the learning and memorization process, as podcast technology provides for learning in every place and time. The student carries the study content with him anywhere and anytime, and she can learn outside the house, in the car, or in the waiting room in the clinic..etc.
- Podcasting contributed to the uniqueness of education, as this technology takes into account the individual differences between learners, as it provides them with learning outside of class times according to their own pace.
- It gave the opportunity for shy students to practice and participate in learning without the slightest fear or shame from the teacher or their classmates.
- It gave the student the opportunity for more mastery in learning because it is not limited to the class time.
- This technique solved the problem of large numbers in classes and the difficulty of the teacher following the students.
- This technology supported cooperative learning when the students participate in making a group dialogue, recording it and uploading it as a podcast.

- The instructions and objectives written on the home page of the podcast broadcast site contributed to the student's knowledge of the correct learning steps and the objectives that she must achieve after the podcast ends.

Podcasting technology has reinforced the constructivism theory, as it makes the learner an effective participant in learning and helps in maintaining the learning effect.

The current result agrees with the results of many studies such as **Wilczak (2013)** that indicated that while blogging and podcasting foster a positive student attitude, they do not increase assessment scores. **It also agreed with Nguyen (2011)** which found the effectiveness of the educational podcast in developing the various skills and knowledge of learners, and indicated the importance and effectiveness of the educational podcast in improving and developing the educational skills of the English language and other educational materials. According to the findings of **Farangi et al. (2015)**, the inclusion of podcasting in language classrooms had a positive effect on EFL learners' speaking skills in the experimental groups. The findings also revealed that students in the student-created podcast group improved their speaking skills more than those in the other groups. The findings also indicated that podcasting as part of a preplanned syllabus (textbook) likely produces better results than podcasting as the primary teaching material.

Shafiee and Salehi (2019) conducted a review of various journal articles to demonstrate the effects of podcasting on the listening and speaking skills of EFL learners. The findings of previous studies supported the notion that there is a significant and positive relationship between podcasting and improved listening and speaking skills. The findings revealed that podcasting improves

both listening and speaking skills. Furthermore, it was discovered that podcasts significantly develop and improve the listening and speaking skills of EFL teachers and students.

13. Conclusion

The results of the current study confirmed the two hypotheses presented by the researcher. The use of modern technological means such as podcasts increases learners' motivation to learn and makes the educational process enjoyable. the results of the study indicated that the experimental group students outperformed the control group students in EFL speaking skills.

14. RECOMMENDATIONS

Based on the results of the study, the researchers recommended that those responsible for teaching English in the Egyptian Ministry of Education do the following:

- Producing an appropriate podcast in English in a correct linguistic form and suitable for the course topics.
- Providing training courses to develop the skills of male and female teachers in employing podcasts in the educational process.
- In addition to conducting studies on the use of modern educational technologies in teaching students and encouraging teachers at all educational levels to use podcasts in different educational situations.

15 -Suggestions for further research

Based on the results of the current study, the following suggestions were recommended for further research:

- The effect of podcasting in enhancing the development of secondary school students in the English language.

- The effect of a proposed unit based on the podcast in reducing the anxiety of secondary school students' EFL speaking skills.
- The effect of a proposed unit based on podcasts in reducing apprehension of secondary school students from Al-Azhar institutes towards speaking English as a foreign language

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