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(IJEPC)**[www.ijepec.com](http://www.ijepec.com)**PODCASTS IMPACTS IN TEACHING SPEAKING SKILLS TO  
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**DOI:** 10.35631/IJEPC.850019This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

English plays a vital role in ensuring flawless communication and interaction amongst people. This study aims to investigate the speaking enhancement throughout podcasting use as a teaching method. Besides, it focuses on how this podcasting enhances speaking of English language. In this study, the researcher focuses on university students in Jordan. In order to achieve such aims, this study employed quasi-experimental design. The findings concluded based on the lecturers' observation during implementing speaking test that EFL students committed several speaking errors and these errors are found to be caused due to lack of vocabulary, pronunciation difficulties, grammar differences, listening difficulties, tenses, morphological error categories, and preposition use. It also found that students are positively affected by the use of technology-based teaching approach (podcast), additionally, it is concluded that technology-based approach positively affected students' speaking skill. This study recommends that teachers and students should focus when improving speaking skills on the use of technology tools. In addition, it is recommended to conduct further studies focusing on the causes of speaking difficulties.

**Keywords:**

Podcasts, Teaching Speaking, Jadara University, EFL Jordanian Undergraduates

**Introduction**

In and out of the classroom, the use of technology has become an integral aspect of the learning process. Almost every language lesson makes use of technology in some way. Language learning has benefited from the usage of technology. Teachers can customize classroom

activities with the use of technology, which improves the language learning process. Technology is becoming increasingly important as a tool to assist teachers in facilitating language acquisition for their students.

To put it another way, language is one of the most important factors influencing international communication (Alzobidy, & Naser, 2022; Naser, & Hamzah, 2018; 2022) For proficiency and communication, students use many components of the English language abilities such as listening, speaking, reading, and writing (Al-qadi, & Naser, 2022; Grabe & Stoller, 2002; Leong, & Ahmadi, 2017; Aziz, & Kashinathan, 2021). Furthermore, according to Ahmadi (2017), one of the most significant aspects of learning is the strategy that instructors employ in their lectures to enhance the language learning process. In this regard, it essential to pinpoint that computers are seen as a significant teaching tool in language classes where teachers have easy access to them, are adequately educated, and have some curriculum freedom (Becker, 2000; Nikolopoulou, 2020). Many teachers consider computer technology to be an important aspect of giving a high-quality education (Bojović, et al., 2020).

According to Bull and Ma (2001) and Konovalenko, et al., (2021) technology provides language learners with an abundance of materials. Biletska, et al., (2021) and Harmer (2007) underlined that in order to be effective in language learning, teachers should assist students to choose appropriate activities using computer technology. According to Clements and Sarama (2003), learners can benefit from the utilization of appropriate technology materials. Harmer (2007) claims that using computer-based language activities improves learners' cooperative learning.

Furthermore, computer-based activities, according to Tomlinson (2009) and İlter (2015), provide learners with timely information and relevant materials. They go on to say that internet materials encourage students to learn more. Larsen-Freeman and Anderson (2011) also agreed that technology may help teachers by providing resources and bringing learning experiences into the classroom. Many real materials may be offered to learners through the use of technology, and they can be inspired to learn the language.

Technology has always played a significant role in the teaching and learning process. It is an important aspect of the teaching profession that teachers can use to help students learn. The term 'integration' is used to describe how technology is employed in teaching and learning. Given the prevalence of technology in our daily lives, it is time to reconsider the idea of incorporating technology into the curriculum and instead try to integrate technology into teaching to aid the learning process. That is to say, from the beginning of planning learning experiences to the teaching and learning process, technology becomes an intrinsic element of the learning experience and a key challenge for teachers (Eady & Lockyer, 2013).

Solanki and Shyamlee (2012) and Gilakjani (2014) both agreed that technology has affected language teaching methods. The researchers went on to say that using technology to assist students learn based on their interests is beneficial. It also fulfills the trainees' visual and auditory senses. According to Lam and Lawrence (2002) and Gilakjani (2014), technology helps students alter their own learning processes and gives them access to a wealth of knowledge that their teachers cannot provide.

Due to the linguistic differences between Arabic and English (Bani Abdo & Breen, 2010) as well as the fact that English is taught as a school subject for an average of four 45-minute periods per week (Bataineh, et al., 2020), Jordanian EFL undergraduates face a variety of difficulties in spoken English, such as making syntactic mistakes in their speeches (Huwari, 2019). Additionally, there appears to be a near-unanimous view among researchers in the Jordanian EFL context that Jordanian learners experience significant difficulties in oral communication (Bataineh, et al., 2017), despite the relative paucity of research on these issues. The use of technology is a problem that the current study has to address in order to improve Jordanian English learners' spoken English. Therefore, in our digital age, the impact of technology on language learning is evident. Teaching resources are easily accessible to teachers from a variety of sources. Recently, a variety of teaching tools that are acceptable in language instruction have also been developed. One of the mediums being discussed right now is the podcast. Thus, one of the potential solutions used in this study to address this problem is the podcast. Because it will assist students improve their spoken English now and in the future and broaden their perspectives on a variety of social and academic issues, this research fills a vacuum in the literature by identifying the prevalent mistakes and issues faced by Jordanian students.

### **Technology Use in Teaching English**

For students, technology is a useful tool. Technology must be a fundamental element of the learning process for students. Teachers should demonstrate how to use technology to enhance the curriculum so that students can use technology to improve their language abilities (Biletska, et al., 2021; Costley, 2014; Konovalenko, et al., 2021; Murphy, et al., 2003). Technology can help learners cooperate more effectively. One of the most crucial instruments for learning is cooperation. Learners collaborate to design projects and learn from one another by reading their classmates' work (Keser, et al., 2011).

According to Bennett, et al., (2000), the usage of computer technology improved teachers' teaching and students' learning in the classroom. Teachers can better address the educational needs of their students by utilizing computer technology (Tohara, 2021). According to Bransford, et al., (2000), the use of computer technology allows teachers and students to create local and worldwide societies that connect them with others and enhance their learning opportunities. They went on to say that the good impact of computer technology is dependent on how teachers use it in their language classrooms.

According to El-Sofany, and El-Haggar, (2020) and Susikaran (2013), fundamental changes in classrooms have occurred, in addition to teaching approaches, because the chalk-and-talk method is insufficient for efficiently teaching English. According to Raihan and Lock (2012), learners learn how to study efficiently in a well-planned classroom setting. Lecture-based classes are less effective than technology-enhanced classes.

Teachers should develop ways to employ technology as a beneficial learning instrument for their students (Susanto, et al., 2020) even if they have not studied technology and are not computer experts. The use of technology has significantly altered English teaching methods. It provides a plethora of options for making teaching more engaging and beneficial in terms of advancement (Patel, 2013). Teachers in traditional classrooms stand in front of students and use a blackboard or whiteboard to deliver lectures, explanations, and instructions. With the advancement of technology, these methods must be modified. The use of multimedia texts in

the classroom helps students learn new vocabulary and linguistic structures. Print texts, cinema, and the internet are all used in the application of multimedia to improve learners' linguistic expertise. The use of print, film, and the internet allows students to get knowledge and provides them with a variety of materials for analyzing and interpreting language and settings (Arifah, 2014; Altun, & Ahmad, 2021).

According to Dawson, et al., (2008) and Gilakjani (2014), using technology can create a learning environment that is focused on the learner rather than the teacher, which leads to beneficial results. They stressed that by incorporating computer technology into language classes, students are able to turn them into an active environment full with relevant assignments in which they are in charge of their own learning. Computer technology, according to Drayton, et al., (2010), implies a true learning experience that increases learners' responsibility.

Learners are encouraged to learn independently and to develop responsible habits as a result of technology. Learners have self-direction when they use technology independently. The use of the internet, according to Arifah (2014), boosts learners' motivation. The usage of film in the classroom encourages students to become enthusiastic about the subject and to expand their knowledge. When learners employ technology in the learning process, such as a computer and the internet, they can learn more effectively. When students use technology to learn, it helps them develop higher-order thinking skills. It may be stated that a well-balanced combination of multimedia and instructional methods is critical for attracting students' attention to English language acquisition.

### **Podcasts in Foreign Language Teaching**

The 'podcast' concept is the combination of 'iPod' and 'broadcast' terms. iPod is a well-known "brand name" used for the "portable MP3 player from Apple" (Dudeny & Hockly, 2007). In addition, podcasts can be viewed at any location and at any time when they are downloaded. Nevertheless, the word 'podcast' is commonly considered to refer to any online media file that is delivered without taking into account whether it is an aspect of a series or whether it allows feeds to be subscribed to via 'RSS'.

Dudeny and Hockly (2007) note that podcasts, such as wikis and blogs, are perceived as a sample of social apps. These three technology-based instructional tools have different characteristics; however, they share similar characteristics when it comes to incorporating them into the classrooms:

- 1- Teachers and learners can design and use these computer tools
- 2- These tools can enable learners to make contact with other groups of learners such as a class in a different country
- 3- The learners can plan the content and develop some ideas individually or as a group

Second Language Acquisition (SLA) theories have emphasised the importance of acquiring and teaching language in a communicative environment by using authentic resources. Teachers and students do not need to have specialized knowledge of technology or computer operating skills to develop and use podcasts to incorporate podcasts into language teaching and learning. It is only possible to create and listen to podcasts by using a machine with a microphone and an mp3 player.



**Figure 2. 2 Taxonomy of Uses of Podcasting for Language Learning (Rosell-Aguilar, 2007).**

### **Podcast as Language Learning Material**

Being able to connect with the global community needs the ability to speak English in this global age (Samad & Fitriani, 2016). Various technologies have been developed to assist nonnative speakers in learning the language, among them the podcast, which provides material for language learning (Samad, et al., 2017; Samad, & Adnan, 2017). As mentioned earlier, it is a process of uploading audio or video file to the internet, used for educational or communication purposes.

Users can download it for free without having to register or pay any fees. When they want to learn more, they can choose from several discussion topics that have been given. Rosell-Aguilar and Fernando (2015, p. 32) claim that “the podcast was a convenient and easy to use format.” As was previously stated, the podcast is surely easy to access, it would be attractive, and it motivates the students in learning. Therefore, Teachers can use the podcast to help students strengthen their speech skills. The definition of using podcast media is based on the following comments made by a variety of experts in the field. Moreover, podcasts are considered a means to develop not only listening abilities, but also other language skills such as pronunciation, grammar, vocabulary, and learning experiences (Chan, et al., 2011). Fitria, et al., (2015) claim that podcasts can help students develop their speaking skills. The podcast can be one of the alternatives and creative resources that can help students develop their comprehension and speaking capacity. Accordingly, this study attempts to examine the impact of technology (podcasts) in teaching speaking skills to Jordanian EFL undergraduate students.

A number of previous studies (e.g., Alfa, 2020; Baehaqi, 2014; Chaikovska, 2018; Fitria, et al., 2015; Zapata, 2020) have been carried out on integrating podcasts in language teaching and learning. For example, Baehaqi (2014) and Fitria, et al., (2015) claim that podcasts would make

listening skill easier for students to practice. Besides, it also helps them boost their efficiency in speaking. The study of Alfa (2020) and Zapata (2020) investigated the effectiveness of podcast-based lessons for enhancing speaking abilities and Chaikovska (2018) investigates the basic characteristics and types of podcasts used in English language teaching. Even though related studies have investigated the effect of podcast as a tool, the current study is being the first to be among Jordanian EFL learners when learning speaking.

### **Methodology**

**Participants:** 40 university students of the first academic years from Jadara University having intermediate level were selected divided as follows: 20 in experimental group and 20 in control group. These students participated in this pretest-posttest quasi-experimental study. More specifically, 3 steps were involved in the present study as follows: pre-test, treatment “learning process”, and post-test “evaluation process.

#### ***Pre-test***

All selected participants were required to conduct an identical pre-test in their classes in the same amount of time with the lecturer’s supervision to see their speaking level. The pre-test questions used in the experimental study were identified by the university lecturers, so all the words were selected from intermediate-level and were suitable with the level of the subjects.

#### ***Learning Process***

There were five lessons each week and each lesson lasted 45 minutes. In the first week, the participants in the experimental group regularly carried out exercises using podcasts for learning speaking skill in their classes before exploring the selected material. The lecturers were provided guidance in their class and from time to time they observed the work of their students. The reason of this arrangement was to make students familiarized with the podcast teaching strategy before using the material. In addition, the lecturers were also given a brief introduction to the chosen material. Then, the attention of students was drawn to the study objectives. The lessons were student-centered. The role of the lecturers was to facilitate and monitor these participants in order to confirm that they all were dealing with assigned material. As for the control group, the lessons were primarily activity based and lecturer facilitated using traditional teaching methods.

#### ***Post-test***

Even though all post-tests appeared in both the pre-test as well as the post-test were covered in study period, the post-test was not carried out until the week 7.

### **Results**

#### ***Comparing the Results of Pre-test between both Groups Control and Experimental***

In this study, the researchers carried out an independent sample t-test to identify any significant differences that could be found between the scores of pre-test in the control group and the experimental group. This test aimed to prove that the sample of control and experimental groups was similar in their English proficiency as well as ability to comprehend and recognize the targeted tasks. The following table1 shows the results of the test:

Groups	N	Mean	Std. Deviation	Std. Error Mean	P.
Control	20	10.35	2.56032	.57251	0.220
Experimental	20	10.85	2.43386	.54423	

The table1 shows that there was no significant difference as the P.Value is 0.220 and the significance value has to be ( $p > 0.05$ ) between both pre-test scores of control group ( $M = 10.35$ ,  $SD = 2.56032$ ) and the experimental group ( $M = 10.85$ ,  $SD = 2.43386$ ). This displays that these two groups are at the same proficiency level and choosing population is fair before starting the treatment.

### *Comparing the Results of Post-test between both Groups Control and Experimental*

The researcher conducted an independent sample t-test comparing the scores of post-test of the control group and the experimental group. The table 2 shows that the scores of post-test in the experimental group was ( $M = 14.1500$ ,  $SD = .81273$ ) in which in indicated that it was significantly higher ( $p < 0.05$ ) comparing the scores in the control group ( $M = 9.3000$ ,  $SD = 2.67739$ ) indicating that the use of podcast has a powerful effect in the ability of students in order to understand and enhance speaking skills. This is shown as the P.Value is (0.000)

Group	N	M	SD	T	P
Control	20	9.3000	2.67739	-7.752-	0.000
Experimental	20	14.1500	.81273		

### *The Results Of Pre-test Versus Post-test Of The Experimental Group*

The researchers aimed to identify if there was any significant improvement the students' speaking skills resulted by the treatment which lasted 5 weeks, a paired-sample t-test was carried out to compare the speaking skills before and after treatment. The table 3 displayed that a significant improvement was found ( $p < 0.5$ ). Pretest was ( $M = 10.3500$ ,  $SD = 2.56032$ ) and posttest was ( $M = 14.1500$ ,  $SD .81273$ ) indicating that the material given enabled students to understand and recognize the targeted objectives.

Group	N	M	SD	T	P
Pretest	20	10.3500	2.56032	-6.326-	0.000
Posttest	20	14.1500	.81273		

## **Discussion**

The study's key finding is that the students' descriptive speaking skills improved consistently throughout the podcast intervention. It had been hypothesized that podcasting could provide more context while discussing familiar topics. One of the assumptions was that if students were given a multimedia platform to study and practice words and sounds simultaneously, they would improve in areas like fluency and pronunciation. The continual practice and comments on the podcasts did, as predicted, increase intelligibility, as reported in the focus group. The sort of feedback employed was based on the findings of Espasa et al., (2018), who found that the most effective feedback was dialogic and provocative, rather than just corrective, in a comparable study about computer-mediated essay-writing. These styles were used in combination.

Podcast time decreased as the sessions progressed, compared to fluency. If students gain confidence, they will produce longer podcasts; the duration did not drop exactly, but it was the only measure that exhibited a consistent downward trend. Although students in the focus group felt they were speaking more, there are two possible explanations for this phenomenon. First, as students became more familiar with the methodology, they were able to produce fluent, more detailed messages in less time; second, due to the implementation's timing during the semester, students were only able to work synchronously, failing to upload podcasts asynchronously in order to prioritize more pressing university commitments at the end of the term.

There are fewer opportunities for meaningful engagement with fluent English speakers in a non-native English-speaking country, and pupils have limited confidence in their abilities. Achievement and confidence, as well as personal attitude and self-esteem, are key variables in increasing English speaking ability, according to Kenworthy (1987), it is suggested that the effective teaching tool used in an EFL lesson can enhance their speaking skills.

### **Conclusion and Future Research**

The study findings encouraging EFL teachers use podcasting in their EFL speaking classes. In addition, EFL teaching staff use such materials to fulfill maximum effectiveness that improve the ability of students to enhance speaking. The selected materials should go along with some certain criteria containing students' proficiency level, the objectives of their lessons, and their cultural contexts. The teachers/lecturers of EFL, who have taken part in this study, agreed that they have to be trained in order to effectively implement podcasting in their classrooms presenting to the students the most useful lessons on the target contents. Furthermore, it is noticed that the teachers and students found using podcast very beneficial as well as helpful in improving speaking of EFL. The study findings also indicate that the podcasting integration in a classroom has a powerful effect on the comprehension, recognition, and retention as well as enhancing speaking skill. Hence, the pre-test study could be taken as a good foundation for further research to be carried out. Some few limitations were presented during the study. In the beginning, some equipment was in need some electronic gadget to view. For future studies, the present study will be a new path that highlight the importance of this kind of study and recommend further research in the same regard.

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