



جامعة المنصورة  
كلية التربية



# **The Effectiveness of Podcasts in Developing the Listening and Speaking Skills of EFL Secondary Stage Students and Motivation**

*By*

**Dalia Ahmed Kamal Rabie**

*Supervised by*

**Dr. Mervat Mohammed El-  
Hadidy**  
*Emeritus prof. of Curriculum &  
Instruction(TEFL)  
Faculty of Education  
Mansoura University*

**Dr. Rehab Abu Al Ghait Gohar**  
*Associate prof. of Curriculum &  
Instruction(TEFL)  
Faculty of Education  
Mansoura University*

*Journal of The Faculty of Education- Mansoura University  
No. 123 – July . 2023*

---

---

## **The Effectiveness of Podcasts in Developing the Listening and Speaking Skills of EFL Secondary Stage Students and Motivation**

**Dalia Ahmed Kamal Rabie**

### **Abstract**

This study was conducted to investigate the effectiveness of podcasts in developing EFL listening and speaking skills and students' motivation for secondary stage students. Participants of the study were forty students of the first year secondary stage at Borg Noor El-Hommos Secondary School, Aga, Dakahlyia governorate and were divided into a control group and an experimental group. The instruments of the study were listening and speaking skill questionnaires to determine the most important skills needed for students, a pre-post listening and speaking skill tests to determine the level of students in these skills, and a pre-post motivation scale. Validity and reliability were determined then, the pre- listening test, the pre-speaking test and the pre-scale were administered on both groups. The experimental group was taught using podcasts. In contrast, the control group was taught with the regular method. Finally, post- listening test, post-speaking test, and post-motivation scale were administered on both groups. Results showed that the experimental group students performed well in listening sub-skills especially (listening for attitude, word recognition skill, listening for details, and listening for gist respectively), and for speaking, they performed well in speaking sub-skills (pronunciation, fluency, comprehension, vocabulary, and grammar respectively). This showed that the treatment has an effective impact on improving EFL first-year secondary stage students' listening and speaking skills and enhance students motivation towards learning English language. According to all of that, it could be concluded that using podcasts to develop EFL listening and speaking skills and students' motivation for secondary stage students are very effective.

**Key words:** listening skills, speaking skills, motivation, podcasts.

### **Introduction:**

Listening and speaking are two interrelated skills. Speaking is considered a vital skill in communication that needs to be taught, however, it is also important to teach listening skills and ensure that students can listen effectively and critically. Listening is considered a main aspect in the

---

development of speaking since it provides input that can promote speaking (Ramli & Kurniawan, 2017). Speaking is a skill that enables students to communicate with others. Speaking is necessary to be developed because it is the skill that enables students to use English and deliver their opinions to others in communication. Richards (2008) argues that “students must develop the ability to use the language in real-world rather than only to make grammatically correct and propositional sentences.” Nation & Newton (2009) stated that “the more the students get input from listening, the richer the knowledge they acquire, then the more fluent they become”.

Listening and speaking skills are challenging skills. “Listening is an invisible mental process making it difficult to describe.” (Hwaider, 2017). For speaking, students have no ideas about what to say, how to say, and when to say, so they tend to keep silent. They also feel uncomfortable as well as not confident if they make mistakes. Speaking is closely related to listening as two interrelated ways of achieving communication. Each speaker is simultaneously a listener and each listener is at least potentially a speaker (Torky, 2006: 14). So, it is very important to motivate students and encourage them to interact with others by using new techniques in teaching and learning such as incorporating technology in the classroom.

Today, utilizing technology in learning English as a foreign language (EFL) is very important to all language learners. It may facilitate learning and add some enjoyment as well as fun. Also, it can increase learners' motivation. Indeed, technology plays a vital role in activating students as they practice learning everywhere and at any time.

The use of podcasts inside and outside the classroom is one such innovative tool that has garnered increased interest in the field of tertiary level language learning. Podcasts are digital audio (or video) files that are created and then uploaded to an online platform to share with others. Since it can be downloaded to any computer or portable device, it is also part of Mobile Assisted Language Learning (MALL). The use of mobile devices allows learners the opportunity to learn anywhere and at any time, alone or with others, and has the potential to assist learners at the exact point of need and in ways that are congruent with learners' increasingly mobile, always-connected lifestyles. (Shield & Kukulska-Hulme, 2008).

Based on the importance of the podcasts, the researcher in the current study will use this technology to develop listening and speaking skills and enhance students' motivation of secondary stage.

---

---

**Review of literature:**

This part mentions the study variables; listening skills, speaking skills, motivation, and podcasts.

**Listening skills:**

Listening is a dynamic process in which the spoken language converted into meaning. This process includes identifying, understanding, and interpreting the spoken language. Listening is complex skill, it does not rely on hearing only, but it depends on hearing, identifying, understanding, and interpreting what you hear to communicate effectively and require more attention and consciousness to what you hear. Richards (2008) stated that listening is seen as an interpretative process.

**The importance of listening skill**

Listening plays an important role in communication, as it helps the language learner to acquire vocabulary, syntax, word stress, pronunciation and comprehension of the messages conveyed. Without understanding appropriately, listening cannot happen and improved (Renukadevi, 2014).

Hamouda (2013) stated that listening skill is very important in acquiring comprehensible input. Learning cannot occur if there will not be any input. Yurkon & Styfansyshyn (2020) assured that listening is a key to effective communication. Listening is basically about how acquiring and learning the new information.

**Listening difficulties:**

The difficulties of listening skill can be referred to: First, Characteristics of the message. These difficulties may include unknown words, spaces of time between content words. Second, Characteristics of delivery, this factor distinguishes between reciprocal and non-reciprocal listening and also, include duration, number of speakers and accent. Third, Characteristics of the listener, as some students get distracted easily and simply lack the ability to sustain concentration. Fourth, Characteristics of the environment, these characteristics involve the environmental issues which may affect the listening process such as the place, the temperature, background noise and defective equipment which affects the clarity of recording.

Based on what has been previously mentioned, listening is considered as a very important skill as it enables students to communicate effectively with each other, understand what they hear and be able to respond. Students should adopt its` main sub-skills such as listening for gist, listening for details, listening for attitude, and word recognition skills. Studies recommended improving listening through different strategies. Listening is

---

---

a skill closely related to speaking as they both affect the success of oral communication. The following section highlights speaking skills.

**Speaking skill.**

Speaking is the main skill in teaching EFL language. It is the skill which enables us to communicate with each other appropriately and effectively. Many language learners measure their performance in speaking skill by how to speak and how to interact with each other. If student cannot be able to speak clearly and fluently, they cannot be able to communicate and achieve their goals.

**The importance of speaking:**

There are three main reasons to teach speaking in the classroom. First, speaking activities provide real opportunities and chances to practice real life speaking in the classroom. Second, the speaking tasks in which students try to use any or all of the languages they know provide feedback for teacher and students. Third, the students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic use of these elements becomes. Thus, teachers should have the ability in designing various teaching- learning activities and tasks that can make students speak in the classroom. (Harmer, 2007).

**Speaking Difficulties**

Brown (2001) explained that there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication such as:

- Clustering: fluent speech consists of phrases, not word by word learners can organize their output both cognitively and physically through such clustering.
- Reduced forms: contractions, reduced vowels, elisions, etc. could create special problems in teaching spoken English.
- Performance variables: is the process of thinking as the speaker to manifest a certain number of performance hesitations, pauses, back tracking, and corrections in the spoken language.
- Redundancy: the speaker has opportunity to make meaning clearer through the redundancy of the language, learners can capitalize on this feature of spoken language
- Rate of delivery: teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.
- Interaction: Interaction needs the creativity of conversational negotiation.

- 
- Stress, rhythm, and intonation: these are the most important characteristics of English pronunciation. Different meaning can occur as a result of using different stresses, intonation, and rhythm. Those characteristics also the factor that make speaking difficult for the students.
  - Colloquial language: This factor could make the speaking difficulties for the students. It is often found that the students are not well acquainted with words, idioms, and phrases of colloquial language.

### **Motivation**

Motivation is one of the most important factors in teaching and learning second language. Motivation provides the motive for the human beings to react and accomplish their needs (Gopalan, Abu Bakr, Zulkifli, Alwi, & Mat 2017). Motivation is defined as one's route lead behaviour, or to the construct that trigger someone to desire to replicate behaviour. Motivation is the process to make a start, guides, and maintain goal-oriented behaviour. It leads individuals to take action to achieve a goal or to accomplish a need or expectation

Brophy (2004) clarified that motivation is a theoretical concept that is used to explain the beginning, direct, force and insistence of goal-oriented behaviour.

Brown (2007) stated that motivation is an inner voice, urge, stimulus, desire, or emotion that moves or compels a person towards a certain action or task.

### **Importance of Motivation.**

Motivation is one of the key factors which influence the rate and success of second language learning. Motivation determines the extent of achieve personal involvement in L2 learning and it influences how often students use L2 learning strategies, the interaction with native speakers, and how long they preserve and maintain L2 skills after language study is ended. Motivation also, provides the primary impetus to initiate learning the L2 and later sustain the long and tedious learning process (Anjomshoa & Sadighi 2015)

### **Podcasts.**

Podcasting is a novel mobile technology that involves series of digital audio broadcast that could be downloaded and played on any portable devices. The audio content provides authentic listening material which permits all listeners to take the advantage of it (Abulrahman. 2018). Podcast first published in 2004 and it means the publishing of audio materials via the internet (Kavaliauskiene, and Anusine 2009). This recorded materials downloaded and listened to on computer or any portable MP3 player. The

---

recent innovation allow learners with portable MP3 player to use podcasts and listen to files at one`s own convenience. This provides new educational potential of using unproductive time for learning.

Podcasts enable students to choose when and where to learn and to do so at their desired learning pace and path. Moreover, podcasts can be easily downloaded, shared and edited, granting learners more control and ownership of their learning. Also, content choice, portability, and time shifting(Ramli, 2017). Podcasts give learners control over their exploration processes and allow them to search for and discover the motivational, the educational material independently (Anusiene, et al. 2009).

This technology is instantly available, easily used, and cheap making it an attractive option for providing additional, flexible learning resources for students. Podcasts grant learners more control and ownership of their learning. The integration of podcasts in learning can improve academic performance, enhance motivation, and promote language learning.

**Advantages of podcasts:**

Kavaliauskiene (2009) explained the advantages of podcasts as follow:

- First, learners can benefit from extensive listening, even if they only listen from three to five minutes a day.
- Second, students will be exposed to the new language.
- Third, the intermediate learner has a need for authentic texts and to be exposed to a variety of voices.
- Podcasts are authentic materials, real situations, diverse, convenient, and interesting, it can improve speaking skill.
- Different downloaded content automatically.
- It offers learners a wide range of possibilities for extra listening practice both inside and outside the classroom.
- Podcasts enable students to practice listening in a self-directed manner and at their own pace and path.

**The Benefits of Using Podcasts in Language Classroom:**

- Podcasts are available anytime and anywhere. Students can save time, money and energy by downloading and listening to the podcasts at their convenience.
- Personalization is an option that podcasting can provide learners to match their learning styles and strategies.
- Podcasting can provide educational advantages when used as complimentary to “e- learning”.

- 
- Enabling learning through listening. Rossel\_Aguilar (2013) argues that listening to podcasts can facilitate learning by providing comprehensible input through meaningful and engaging activities.
  - Podcasting makes learning easy, fast and attractive to the learners.
  - Podcasts can improve learners' self-studying skills by providing them with opportunities to create and publish materials for real audiences (Stanely, 2006).

#### **Studies related to podcasts, listening, speaking skills and motivation.**

Abdeddaim, S. (2013) conducted a research to investigate the effectiveness of using podcasts for developing learners' listening skills. The sample of the research was two intact groups: a control group (n=23) and an experimental group (n=37). This research was carried out the comparison of pre and post-tests in addition to a questionnaire administered to a sample of teachers (n=5) from different secondary schools. The findings showed that the use of podcasting can help students develop their listening comprehension better than the traditional method.

Abdel Hamid (2015) conducted a study that investigate the effectiveness of using podcasting in enhancing speaking skills for adult learners of English as a foreign language. The study adopted the experimental design using one group. This group consisted of 37 (22males and 17 females) adult EFL learners aged from 18- 28 years old. The findings of the study showed that there were statistically differences at 0,000 levels between the mean scores of the experimental group students on the pre-post application of the speaking test (SST) in favour of the post one.

Ince H.G. (2015) investigated EFL learners' perceptions of educational podcasting directed at developing listening skills and the relationship between learners' perceptions of podcasting and their attitudes towards learning English. Twenty-eight EFL learners studying at the School of Foreign Languages of Bulent Ecevit University participated in this study. The results of this study showed that the learners generally had positive opinions about this technology. The results also, showed that while many learners prefer to listen to the audio files on their mobile phones, they do not listen to them outside or while multitasking. Finally, a positive moderate relationship was found between learners' perceptions of podcasting and their attitudes towards learning English.

Shiri (2015) conducted a research in order to inspect the impact of podcasts as learning and teaching tools on Iranian EFL learners' motivation for listening as well as on their listening comprehension ability. It is also investigated the learners' perception towards podcasts. 34 intermediate



---

learners were chosen and then assigned into two groups. While the experimental group were given the treatment i.e. podcasts, the control group received the regular method. The results showed that the learners in the podcasting group surpassed the participants in the control group in their listening comprehension tests and in ELCMS scale as used to measure changes in the motivation of learners for listening. Students' views about the program were also elicited via podcast contribution questionnaire and individual interviews. The qualitative data showed that students perceived improvement in their listening achievement.

Ramli (2018) conducted a study that investigated the use of podcast to improve students` listening and speaking skills for EFL learners. The results of the observation found that the potential achievement in using technology both students and teachers. Students engage themselves to improve their language achievement. Also, teacher was challenged to have an ability to integrate technology tool (podcast) to prefer creative instruction in classroom setting. The results also provided tremendous topics and activities which make both teachers and students enrich their knowledge and develop their skills in educational purposes.

El-Smeen (2023) investigated the effect of using podcasts on enhancing EFL speaking skills of first-year secondary school students. The study adopted the quasi-experimental design. The participants of the study were sixty-six students. They were assigned into two groups: one experimental and one control. The results of the study showed the effect of using podcasts on enhancing EFL overall speaking skill and its four components: fluency –accuracy- comprehensibility and pragmatic competence.

**The problem of the study:**

In order to investigate the level of EFL listening and speaking skills for first year secondary stage students, the researcher conducted a pilot study in which the students were asked to answer the listening and speaking tests. Results of the pilot study showed that students find difficulties in listening and speaking skills. Therefore, there was a need to investigate this problem.

**Statement of the problem**

First-year EFL secondary stage students find it difficult to listen and speak English at a proper level. Thus, there is a need for improving their listening and speaking skills as well as their motivation by using podcasts.

---

---

**Questions of the study:**

The current study attempted to answer the following major question:

How can podcasts contribute on enhancing students' listening and speaking skills and Learner motivation?

This main question leads to the following sub-questions:

- 1- What are the suitable activities of podcasts that can be utilized to develop EFL listening skills?
- 2- What are the suitable activities of podcasts that can be utilized to develop EFL speaking skills?
- 3- What are the EFL listening skills necessary for secondary stage students?
- 4- What are the EFL speaking skills necessary for secondary stage students?
- 5- What is the impact of podcast on enhancing EFL participants listening skills?
- 6- What is the impact of podcast on developing the EFL participants speaking skills?
- 7- What is the impact of podcast on developing the EFL participants' motivation?

**Purpose of the study**

This study was conducted to determine whether using podcasts are effective in developing EFL listening and speaking skills and their motivation compared to traditional strategies used in secondary schools.

**Significance of the study:**

It is hoped that the current study contributes to:

1. Integrating new ways on enhancing listening and speaking skills through using podcast.
2. Shedding light on how learning via podcast might enhance learners' motivation.

**Hypotheses of the study**

The study verified the following hypotheses:

- 1- There is a statistically significant difference at the ,05 level between the mean score of the two groups on the post administration of the listening test due to the effect of the podcast in favour of the experimental group.
- 2- There is a statistically significant difference at the,05 level between the mean scores of the two groups of on the post administration of the speaking test due to the effect of the podcast in favour of the experimental group.

- 
- 3- There is a statistically significant difference at the, 05 level between the mean scores of the experimental group on the pre and post administration of the pre post-test of listening in favour of the post test.
  - 4- There is a statistically significant difference at the, 05 level between the mean scores of the experimental group on the pre and post administration of the pre post-test of speaking in favour of the post test.
  - 5- There is a statistically significant difference at the ,05 level between the mean scores of the experimental group and that of the control group on the motivation scale due to the effect of the podcast in favour of the experimental group.
  - 6- There is a statistically significant difference at the ,05 level between the mean scores of the experimental group on the pre and post administration of the motivation scale due to the effect of the podcast in favour of the post administration.

**Delimitations of the study:**

The current study is delimited to the following delimits:

- 1- A sample of EFL first year Secondary students at Borg Nor El Hommos Secondary school, Aga educational zone, Dakahlia governorate.
- 2- The textbook of the first term of first-year secondary students (New Hello, English 2022- 2023).
- 3- Some listening sub skills (listening for gist, listening for details, listening for attitude, and word recognition skills).
- 4- Some speaking skills. (Vocabulary, grammar, pronunciation, fluency, and comprehension).

**Participants:**

Participants of the present study were 40 EFL first year secondary stage students from “Borg Noor El- Hommos secondary school” in Aga Educational Zone, Dakahlia Governorate. Two classes participated in this study and will be randomly chosen.

**Design of the study:**

The current study adopted the quasi-experimental design. Forty students from the first-year secondary stage were selected to participate in this study. The participants were divided into two groups; the experimental group and the control group. The experimental group were taught using podcasts for teaching listening and speaking skills. In contrast, the control group were taught using the regular methods of teaching listening and speaking that depend on EFL textbook. A pre post-test of listening skills, a pre post-test of

---

speaking skills and a pre-post motivation scale were carried out on both experimental and control groups to determine the effectiveness of the treatment on the experimental group.

**Instruments of the study**

- 1- A questionnaire to determine the important listening skills for 1st-year secondary stage students.
- 2- A questionnaire to determine the important speaking skills for 1st year secondary stage students.
- 3- A listening test used as a pre-post to measure the participants listening skills.
- 4- A speaking skill test used as a pre-post to measure the participants speaking skills.
- 5- A motivation scale used as a pre-post.

**Definition of terms:**

**Podcasts**

Podcast is a series of media file which can be automatically downloaded the subscription to an RSS (Really Simple Syndication) feed. (AlQasim& Alfedda, 2013; Cebeci&Tekdal, 2006; Chan; 2011, O’Breine & Hegelheimer, 2007)

A podcast in this study is an episodic series of digital audio spoken text files that a user can download to a personal device for easy listening anywhere, anytime and on any topic that suits his/her thoughts.

**Listening skill**

Nordquest (2019) defined listening as it is the active process of receiving and responding to spoken and non-spoken messages. It is one of the subjects studied in the field of language arts and the discipline of conversation analysis.

In this study, listening is the process that enables students to understanding the meaning of the spoken text, discriminating between sounds, identifying intonation, interpreting the meanings and making inferences.

**Speaking skills**

Torky (2006, p.30), Speaking is the students' ability to express themselves orally, appropriately, and fluently in a given meaningful context to serve both transactional and interactional purposed using correct vocabulary, grammar and pronunciation and adopt the pragmatic and discourse rules of the spoken language.

Solcova (2011) defined speaking as, “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in different contexts.”

In this study speaking is the process of construct meaning that involves producing, receiving and interpreting the spoken text. It is the way of someone to express his/her ideas and thoughts freely and correctly as well as the ability to communicate with others.

**Motivation:**

Morgan & Harmon (2010) defined motivation as it is a psychological force that stimulates an individual to attempt independently, in a concentrated and continuous manner, to solve a problem or master a skill or task which is at least moderately challenging for him or her.

Tohidi (2011) defines motivation as “the power that enables people to achieve high levels of performance and overcome barriers in order to change”.

In this study motivation is the process that empowers students to achieve their goals. It represents how students learn and how they behave towards a certain matter to achieve their goals.

**Results and discussions:**

For the purpose of the study hypotheses, Mann Whitney U test was used to compare the mean ranks of the two groups. Results are shown in the following table.

**Table (1): Comparison between the two groups on the post administration of listening test.**

<i>Skills</i>	<i>The group</i>	<i>N.of cases</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U.Value</i>	<i>Z.Value</i>	<i>Sig.</i>
<i>Listening for gist</i>	Control	20	14.63	292.50	82.5	3.332	0.01 Sig.
	Experimental	20	26.38	527.50			
<i>Listening for details</i>	Control	20	13.65	273.00	63	3.870	0.01 Sig.
	Experimental	20	27.35	547.00			
<i>Listening for attitude</i>	Control	20	11.33	226.50	16.5	5.148	0.01 Sig.
	Experimental	20	29.68	593.50			
<i>Word recognition skill</i>	Control	20	11.88	237.50	27.5	4.915	0.01 Sig.
	Experimental	20	29.13	582.50			
<i>Total degree of Test</i>	Control	20	10.50	210.00	210	5.448	0.01 Sig.
	Experimental	20	30.50	610.00			

Table ( 1 ) shows that the mean ranks of the experimental group in the listening sub-skills (listening for gist, listening for details, listening for attitude, and word recognition skill) are higher than the control group. The

table illustrates that the estimated U value is significant at 0.01 levels. This indicates that there were statistically significant differences between the two groups in the listening skills in favor of the experimental group.

**Table (2) Wilcoxon Signed Ranks Test. The differences in the experimental group performance in the pre and the post administration of the listening test.**

<i>Skills</i>	<i>Rank</i>	<i>N.of cases</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>Z.Value</i>	<i>Sig.</i>	حجم التأثير $\eta^2$	<i>Effect size</i>
<i>Listening for gist</i>	Negative Ranks	0	0.00	0.00	3.585	0.01 Sig.	80.2%	High
	Positive Ranks	16	8.50	136.00				
	Ties	4						
	Total	20						
<i>Listening for details</i>	Negative Ranks	0	0.00	0.00	3.886	0.01 Sig.	86.9%	High
	Positive Ranks	19	10.00	190.00				
	Ties	1						
	Total	20						
<i>Listening for attitude</i>	Negative Ranks	0	0.00	0.00	3.502	0.01 Sig.	78.3%	High
	Positive Ranks	15	8.00	120.00				
	Ties	5						
	Total	20						
<i>Word recognition skill</i>	Negative Ranks	0	0.00	0.00	3.464	0.01 Sig.	77.5%	High
	Positive Ranks	15	8.00	120.00				
	Ties	5						
	Total	20						
<i>Total degree of Test</i>	Negative Ranks	0	0.00	0.00	3.927	0.01 Sig.	87.8%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						

Results shown in the above table illustrate that the estimated Z value is significant at 0.01 level for each skill and the total score. This indicates that there was a statistically significant difference between the mean ranks of the

experimental group`s pre post-administration of the listening test in favor of the post-administration due to using podcasts.

Also, the results illustrate the effect size of podcast-based treatment on the listening skills of the experimental group. Results indicate that the effect size is high in the four listening sub-skills and the total performance in the listening skill.

Results in table (2) prove the statistical difference between the pre post-administrations of the listening test in favor of the post-administration. In addition, the effect size supports the positive impact of podcast-based treatment on students` listening skills.

**Table (3): comparison between the two groups on the post-administration of the speaking test.**

<i>Skills</i>	<i>The group</i>	<i>N.of cases</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U.Value</i>	<i>Z.Value</i>	<i>Sig.</i>
<i>Vocabulary</i>	Control	20	11.13	222.50	12.5	5.124	0.01 Sig.
	Experimental	20	29.88	597.50			
<i>Grammar</i>	Control	20	11.60	232.00	22	4.902	0.01 Sig.
	Experimental	20	29.40	588.00			
<i>Pronunciation</i>	Control	20	10.50	210.00	0	5.470	0.01 Sig.
	Experimental	20	30.50	610.00			
<i>Fluency</i>	Control	20	10.50	210.00	0	5.478	0.01 Sig.
	Experimental	20	30.50	610.00			
<i>Comprehension</i>	Control	20	10.50	210.00	0	5.517	0.01 Sig.
	Experimental	20	30.50	610.00			
<i>Total degree of Test</i>	Control	20	10.50	210.00	0	5.423	0.01 Sig.
	Experimental	20	30.50	610.00			

Table (3) shows that the mean ranks of the experimental group in the speaking sub-skills (vocabulary, grammar, pronunciation, fluency and comprehension) are higher than the control group. And the estimated value is significant at 0.01 level. This reflects that there were statistically significant differences between the experimental and the control group in the speaking sub-skills.

**Table (4) the Wilcoxon Signed Rank Test. The differences in the experimental group performance in the pre and the post administration of the speaking test.**

<i>Skills</i>	<i>Rank</i>	<i>N.of cases</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>Z.Value</i>	<i>Sig.</i>	حجم التأثير $\eta^2$	<i>Effect size</i>
<i>Vocabulary</i>	Negative Ranks	0	0.00	0.00	3.862	0.01 Sig.	86.4%	High
	Positive Ranks	19	10.00	190.00				
	Ties	1						
	Total	20						
<i>Grammar</i>	Negative Ranks	0	0.00	0.00	3.843	0.01 Sig.	85.9%	High
	Positive Ranks	19	10.00	190.00				
	Ties	1						
	Total	20						
<i>Pronunciation</i>	Negative Ranks	0	0.00	0.00	3.940	0.01 Sig.	88.1%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
<i>Fluency</i>	Negative Ranks	0	0.00	0.00	3.843	0.01 Sig.	85.9%	High
	Positive Ranks	19	10.00	190.00				
	Ties	1						
	Total	20						
<i>Comprehension</i>	Negative Ranks	0	0.00	0.00	3.943	0.01 Sig.	88.2%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
<i>Total degree of Test</i>	Negative Ranks	0	0.00	0.00	3.923	0.01 Sig.	87.7%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						



The results in table (4) revealed that the mean ranks of different speaking sub-skills were remarkably high and the estimated Z value is significant at 0.01 level. This means that there was a statistically significant difference between the mean ranks of the experimental group in the pre post-administration of the speaking test in favor of the post-test due to using podcasts. The results also indicate the effect size of podcast-based treatment on the speaking skills of the experimental group. According to the results the effect size is high in the speaking sub-skills and the total performance of the speaking skill. The results in table ( 4 ) prove that the statistical difference between the pre post-administration of the speaking test in favor of the post-administration. Besides the effect size supports the positive impact of podcast- based treatment on students` speaking skills.

**Table (5). The differences between the groups on the post-administration of podcasts.**

	<i>The group</i>	<i>N.of cases</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U.Value</i>	<i>Z.Value</i>	<i>Sig.</i>
<i>Total degree of Scale</i>	Control	20	12.15	243.00	33	4.525	0.01 Sig.
	Experimental	20	28.85	577.00			

The results of the above table revealed that the mean score of the experimental group students were remarkably high. It was (28.85) on the motivation scale. On the other hand, the mean score of the control group students were noticeably low (12.15). This indicates that there was a statistically significant difference between the control group and the experimental group in the post-administration of the motivation scale in favor of the experimental group. This means that podcasts were effective in enhancing the students` motivation.

**Table (6) Wilcoxon Signed Ranks Test Formula. The differences in the experimental group performance in the pre and the post administration of the motivation scale.**

	<i>Rank</i>	<i>N.of cases</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>Z.Value</i>	<i>Sig.</i>	<i>حجم التأثير η<sup>2</sup></i>	<i>Effect size</i>
<i>Total degree of Scale</i>	Negative Ranks	0	0.00	0.00	3.922	0.01 Sig.	87.7%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						

The results of the above table revealed that the mean ranks of the experimental group on the post-administration were noticeably high and

---

statistically significant when compared with their own mean ranks on the pre-administration of the same questionnaire. The groups` mean rank was 10.50 on the motivation scale. Increasingly, the effect size of using podcasts was also remarkably high as the Z value was (3.922) and the  $\eta^2$  was (87.7%). This indicates that podcasts were very effective in enhancing the students` motivations.

The results showed the positive effect of podcasts on students` listening and speaking skills. The listening and speaking skills of the experimental group were better after using podcast-based treatment compared with their performance before the treatment. Furthermore, students of the experimental group outperformed their counterparts in the control group in listening skills (listening for gist- listening for details- listening for attitude, and word recognition skills) and in speaking skills ( vocabulary- grammar-pronunciation- fluency, and comprehension). Also, the experimental group outperformed their counterparts in the motivation scale which revealed that podcasts enhance students` motivation towards learning English. These can be attributed to the new innovative and authentic tool in learning.

In addition to the positive effects of podcast-based treatment shown by the quantitative statistical results, there have been positive attitudes and qualitative data through the researcher`s observation that proved the effectiveness of podcasts on students` listening and speaking skills. Students` expressed their attitudes towards podcasts; here are some of their comments:

- Podcasts are effective tool in listening and speaking activities. It is easy to use.
- I`d like to use podcasts in learning other subjects.
- Podcasts helped me interact with my colleagues and how to start conversation and end it.
- It helped me to pronounce the words accurately.

These results agreed with the results of the previous studies carried out to investigate the effectiveness of podcasts on students` listening and speaking skills and motivation. For example, Abdeddaim (2013), Ince (2015), shiri (2015), Hassen (2016), Suzani (2020), and El-Smeen (2023) fostered the impact of podcasts on developing students` listening skills and motivation. Ramli (2018) investigated the effectiveness of podcasts on developing students listening and speaking skills. Also, Guettaftemam (2016), Abdel-Hamid (2018) and Suvamaphaet. K.& Suvamaphaet,P. (2023) fostered the effect of podcasts on developing students` speaking

---

skills. All these studies proved that podcasts have positive effects on students' listening and speaking skills.

**Recommendations of the study:**

Based on the results of the study, the following recommendations should be considered when teaching EFL:

- 1- Using technology inside the classroom should be the first priority by both teachers and students to improve EFL skills.
- 2- EFL teachers should train their students to use podcasts and practice English Language inside and outside the classroom.
- 3- Teachers should train their learners to give oral presentations and peer interview to develop their speaking skills.
- 4- EFL teachers should be prepared to use the technological tools in teaching.
- 5- EFL teachers should train their students to learn by themselves and use the technological tools to raise their motivation towards learning English.

**References:**

- Abdeddaim, S., (2013). The effectiveness of using podcasts for developing learners' listening skills. A case study: second-year students at Omar Idriss El Kantara secondary school, Master thesis. Mohammed kheider university of Biskara.
- Abdel-Halim, S. (2004). The effect of using drama on developing English language speaking for primary school pupils. Unpublished MA Thesis, Faculty of Education. Cairo: Helwan University.
- Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018). The Impact of Podcasts on EFL Students' Listening Comprehension. *International Journal of Language Education*, 2(2), 23-33.
- Anjomshoa, L., & Sadighi, F. (2015). The importance of motivation in second language acquisition. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(2), 126-137.
- Gaber, M. (2015). Utilizing mobile assisted language learning ( MALL) to develop EFL listening skills and learner autonomy. Unpublished Master thesis, Faculty of education. Mansoura University, Egypt.
- Gopalan, V., Bakar, J. A. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017, October). A review of the motivation theories in learning. In *AIP Conference Proceedings* (Vol. 1891, No. 1, p. 020043). AIP Publishing LLC.

- 
- Guttaftemam, A., (2015). Impact of using podcasts on developing EFL students' pronunciation. A case study of second-year students of English Division at Mohammed Kheider university of Biskara. Master thesis.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Edinburgh: Pearson Education limited.
- Hasan, M. M., & Hoon, T. B. (2012). ESL learner's perception and attitudes towards the use of podcast in developing listening skills. *The English Teacher*, 41(2), 160-173.
- Hwaider, SH., M. (2017). Problems of teaching listening skill to Yemeni EFL learners. *International journal of scientific and research publications*. Vol.7 (6). ISSN: 2250-3155.
- Ince, H., G. (2015). EFL learners' perception of educational podcasting. Master thesis. Ihsan Dogramaci Bilkert University.
- Kavaliauskiene, G., (2008). Podcasting: A tool for improving listening skill. *Teaching English with Technology*. 8 (4).
- Millin, S. (2016). Using podcasts to develop listening skills. Retrieved from <https://www.teachingenglish.org.uk/blogs/sandymillin/using-podcasts-develop-listening-skills>, on 23/8/2020.
- Morgan, G., Harmon, R., & Maslin-cole, Ch. (2010). Mastery motivation: Definition and measurement. *Early Education and Development*. vol.1(5).
- Naseri, S., & Motallebzadeh, K. (2016). Podcasts: A factor to improve Iranian EFL learner self-regulation ability and use of technology. *Educational Technology & Society*, 19(2), 32
- Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, NY. Routledge.
- Nordquest, R. (2019). The definition of listening and How to Do it well. Retrieved from [https:// www. Thought co. com/ listening – communication – term-1691247](https://www.Thoughtco.com/listening-communication-term-1691247).
- O'Breine, A., & Hegelheimer, V. (2007). Integrating CALL into the classroom: The role of podcasting in an ESL listening strategies course. *ReCALL*, 19(2), 162- 180. doi:10.1017/S0958344007000523
- Ramli, A., M. & Kurniawan, E., h. (2017). The use of podcasts to improve students' listening and speaking skills for EFL learners. *Proceeding of the international conference of English Language Teaching (ICONELT.2017): Advanced in social science, Education and Humanities Research* vol.145, 247-252.
-

- 
- Ramli (2018). The use of podcast to improve students' listening and speaking skills for EFL learners. *Journal of applied linguistics and language research*. Vol. 5(2), pp.1-10.
- Raya, D., (2016). Developing Speaking Skill through Task-based Language Teaching. Master thesis. Tribhuvan University. Janta Multiiple campus., Itahari, Sunsari, Nipal.
- Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International journal of education and information studies*, 4(1), 59-63.
- Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia-Social and Behavioral Sciences*, 31, 820-824.