

**Using podcasting to enhance EFL prospective teachers’
oral presentation skills**

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Abstract

The present study aimed at investigating the effect of using podcasting on enhancing EFL prospective teachers’ oral presentation skills. It followed the quasi experimental design of one study group. The participants were thirty of Hurghada Faculty of Education EFL prospective teachers. The researcher designed and used the instruments of the study, which included: a checklist of oral presentation skills, an observation sheet of oral presentation skills, and a manual prepared in light of podcasting. The findings showed that using podcasting had large effect on enhancing EFL prospective teachers’ oral presentation skills.

Keywords: Podcasting, Oral presentation skills, EFL prospective teachers

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استخدام التدوين الصوتي لتعزيز مهارات العرض الشفهي
لدى معلمي اللغة الإنجليزية قبل الخدمة

إعداد

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المستخلص

هدفت الدراسة الحالية إلى التعرف على أثر استخدام التدوين الصوتي على تعزيز مهارات العرض الشفهي لدى معلمي اللغة الإنجليزية قبل الخدمة. اتبعت الباحثة التصميم شبه التجريبي ذو المجموعة الواحدة. كان عدد المشاركون ثلاثين من معلمي اللغة الإنجليزية قبل الخدمة بكلية التربية بالغرندقة. قامت الباحثة بتصميم واستخدام أدوات الدراسة التي تضمنت: قائمة بمهارات العرض الشفهي، وبطاقة ملاحظة مهارات العرض الشفهي، و دليل تم إعداده في ضوء استخدام التدوين الصوتي. أشارت النتائج إلى أن استخدام التدوين الصوتي كان له أثر كبير في تنمية مهارات العرض الشفهي لدى معلمي اللغة الإنجليزية قبل الخدمة.

الكلمات المفتاحية: التدوين الصوتي ، مهارات العرض الشفهي ، معلمي اللغة الإنجليزية قبل
الخدمة

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Introduction of the study

English is considered the most widely used language in the world in the 21st century. Communication in English has become a necessity for universities and higher education institutions to motivate students communicate in English effectively and productively. Oral presentation is among the primary goals of English language teaching by which students are regularly assigned to present their ideas. Oral presentation in EFL classes gives students a confidence to speak in public and develop their abilities in oral performance, as a result help them in their future career. It can be an enjoyable way for students to break away from textbooks. Using oral presentation in classroom can be a motivating factor for students which encourage them to communicate in English.

Oral presentation plays a significant role in engaging students communicatively and cognitively in foreign or second language learning process. It is a great way to have students practice their language skills particularly speaking, reading, writing and listening as well as improving their linguistic knowledge (Ahmad and Lidadun, 2017). In higher academic institutions, especially in EFL subjects, oral presentation is found in almost all subjects and it is essential for students to communicate their ideas effectively to the audience (Zakaria and Razak, 2016). The importance of acquiring oral presentation skills is normally noticeable in teaching and learning, in which students are regularly assigned to present their ideas, arguments, opinions, and research results either in a group or individually across academic courses.

Oral presentation has become more important part of language teaching, especially in universities to teach students how to organize the main idea about a given topic in a logical coherent way (King, 2002). Oral presentation is one type of communication, which aims to develop the students’ ability to perform in English. It is one of speaking activities that aims to develop the students’

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proficiency level in English and to build self-confidence in their ability to speak in public. Effective oral presentation depends on careful preparation and the students are aware with the rules of oral communication that make their speaking more effective (Zitouni, 2013).

Waluyo and Rofiah (2021) indicated that the ability to deliver oral presentations in front of the audiences is a complex task because psychological (e.g., fear, shyness, motivation) and contextual factors (e.g., the background of the audiences, the topic of the presentation) which may significantly affect presentation performance and delivery. Although, technology plays a vital role in activating students as they practice learning everywhere and at any time, digital materials can enable students in learning more readily, enhancing instructional techniques, maximizing instructor time, and facilitating the widespread dissemination of knowledge. Digital material can make this possible in new and improved ways such as using podcasts (Amir, Korompot and Baa, 2023).

Podcast is assumed as an alternative strategy because it contains many topics spoken by English native speakers. There are many models provided in podcast such as report, conversation, discussion, and interview. Since podcast contains authentic materials, it will help learner to know how native speaker speaks and they can learn from the real sources. Hence, podcasts help teachers in promoting students' oral skills (Alfa, 2020). Holtz and Hobson (2006:118) explained that podcasts are audio files that include recordings of any form of sound that has been stored on the internet in a format that is identifiable and usable by a computer or other digital media device (like an MP3 player). The learners can listen to these recordings online and they can download them on their personal devices any place and any time.

Abdul Aziz (2022) assured that when podcasting produced by the learners themselves, it can be a great way to provide them with deeper learning and empower them to have their voices heard and shared with a wider audience. So, it can be a means for removing the fears EFL learners have when asked to speak in front of the audience. Moreover, Yoestara and Putri (2018) discovered that podcasts made it easier for students to acquire speaking practice and assistance with oral presenting skills enhancement. In addition, Indahsari (2020) assured that podcasts helped students in enhancing their oral presenting competence.

Context of the study

- As a lecturer of curriculum and instruction at Hurghada Faculty of Education, the researcher observed that many EFL prospective

teachers lack oral presentation skills. They feel shy and stressed when presenting orally in front of their classmates and encounter difficulty in (e.g. organizing the information into categories, using language appropriately during presentation and managing time effectively).

- The researcher administered a questionnaire to find out the difficulties which Hurghada Faculty of Education EFL prospective teachers face in oral presentation and the following points could be concluded:
 - Most students faced difficulties in:
 - maintaining eye contact with the audience,
 - remembering the presentation even if they were prepared well,
 - being afraid to make mistakes in front of their classmates,
 - organizing the ideas logically during oral presentation.

Various studies assured that EFL students encounter several problems in oral presentation, e.g. Atmane and Ahouari-Idri (2016) who assured that despite the significance of oral presentation in a university environment, students are still considerably short in their capability of delivering decent oral presentations. With attention to oral presentation, Ekmekçi (2018) highlighted that learners were feeling anxious, speaking in fear nervous and shy during oral presentation. Moreover, Van Emden and Becker (2016:176) highlighted that most of the EFL learners are concerned with presenting orally in front of audience and this may cause a feeling of nervousness as they look at the large number of audience. In addition, Abu Al-Enein (2011) indicated that EFL learners considered eye contact with audience, particularly with instructor who watches their language as their worst fear in oral presentation. He stated that being unfamiliar with oral speaking activities and presentations have made EFL learners encounter challenges. He concluded that EFL learners most often lack either oral presentation skills or unable to consolidate the presentation efficiently.

As a result, the researcher conducted a study to enhance Hurghada Faculty of Education EFL prospective teachers' oral presentation skills by using podcasting.

1. Aim of the study

The present study aimed to investigate the effect of using podcasting on enhancing Hurghada Faculty of Education EFL prospective teachers' oral presentation skills.

2. Questions of the study

The present study attempted to answer the following questions:

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- What is the effect of using podcasting on enhancing Hurghada Faculty of Education EFL prospective teachers' overall oral presentation skills?
- What is the effect of using podcasting on enhancing Hurghada Faculty of Education EFL prospective teachers' each of oral presentation skills (information organizing, verbal communication and non-verbal communication)?

3. Hypotheses of the study

The present study tested the following hypotheses:

- 1) There are statistically significant differences between the mean scores of the study group in the pre/post administrations of overall oral presentation skills observation sheet favoring the post administration.
- 2) There are statistically significant differences between the mean scores of the study group in the pre/post administrations of each oral presentation skill (information organizing, verbal communication and non-verbal communication).

4. Significance of the study

The study was supposed to be significant for the following:

1. EFL prospective teachers: as it develops their oral presentation skills (e.g. managing time effectively, organizing the activities logically, maintaining good eye contact with the audience and using inflections to emphasize key points).
2. Teachers: as it directs their attention to the effect of using podcasting on teaching oral presentation skills.
3. Course designers: they may include certain activities based on podcasting for enhancing oral presentation skills.

5. Delimitations of the study

The study was delimited to:

1. Thirty fourth year Hurghada Faculty of Education EFL prospective teachers.
2. Oral presentation skills are delimited to (information organizing, verbal communication and non-verbal communication).
3. The second semester of the academic year (2023/2024).

6. Instruments of the study

The researcher designed and used the following:

1. A check list of oral presentation skills (information organizing, verbal communication and non-verbal communication).

2. An observation sheet of oral presentation skills.
3. A manual.

7. Definition of terms

- **Oral presentation**

- 1) It is a planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience (Levin and Topping, 2006).
- 2) It is a speaking which involves the presenter talking in front of a group of people with some preparation (Angelini and Garcia-Carbonell, 2019).
- 3) Operationally, oral presentation is defined as the ability of Hurghada Faculty of Education EFL prospective teachers to organize the information into categories, use language appropriately during presentation and use visual aids effectively to attract the audience's interest.

- **Podcasting**

- 1) It is a recorded audio/video file posted to a website that consumers can freely download and listen in another time (Amir, Korompot and Baa, 2023).
- 2) It is a novel mobile technology that involves series of digital audio broadcast that could be downloaded and played on any portable devices (Abdulrahman, Basalama and Widodo, 2018).
- 3) Operationally, podcasting is defined as audio recordings stored on the internet which provide Hurghada Faculty of Education EFL prospective teachers with chances for listening to these recordings online or download them on their digital media devices for enhancing their oral presentation skills.

8. Review of literature

8.1. Oral presentation

Oral presentations considered as one of the most effective ways to improve speaking and communicating abilities. Throughout it, students get information from different types of sources, learn how to organize and support ideas, state the main idea, create questions, practice to work within the deadlines, set up audios/visual aids, speak in a formal way in front of people, raise discussions, and answer questions (Piccinini, 2010).

Types of oral presentation

Chivers and Shoolbred (2007:2) mentioned the following:

1. Informative Oral Presentation

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This type of presentation has a primary goal, which is to make the audience learning something new. The speakers use an informative speech to be communicating with the audiences and giving them much information in a limited time. Moreover, the speakers use it to explain a concept, instruct the audience, demonstrate a process, or describe an event in an academic setting. In addition, speakers may be choosing the topic by themselves.

2. *Persuasive Oral Presentation*

It aims to influence the audience in their thinking about a topic, which may be given or chosen. It usually used to make the audience do some reaction or discuss with the presenter about the topic. In this type, speakers need to have a strong content and present it in a clear way. In addition, the speakers should try to show the audience that they have a confidence.

Advantages of oral presentation

Oral presentation is a way of developing the students' ability to practice. Zitouni (2013) indicated that when students learn how to make an effective oral presentation, they will develop the ability to communicate with others. In addition, learning English will become easier and more effective for them. Moreover, Brooks and Wilson (2014) assured that oral presentations allow students to engage in a cooperative task that requires them to use English to explain their ideas and to negotiate meaning with a larger community of language learners while they are planning and practicing their presentations. In addition, Girard, Pinar and Trapp (2011) found that using oral presentations lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in students' communication and presentation skills. King (2002) added that oral presentations shown to bridge the gap between language study and language use; presentations require students to use all four language skills in a naturally integrated way; and presentations have been shown to encourage students to become active and autonomous learners. In addition, he mentioned five major benefits of oral presentations: are student-centered, require using all of the four language skills, provide students with realistic language tasks, have value outside the language classroom, and improve students' motivation.

Characteristics of effective oral presentation

Chivers and Shoolbred (2007: 21-22) claimed that in order to prepare and delivery the presentation, there are some characteristics, which are important to make it effective:

1) Careful planning and preparation, 2) Good time management, 3) Relevant and interesting content, 4) Good communication skills, 5) Appropriate use of technologies, 6) Clear supporting documentation, and 7) Suitable audience participation.

Oral presentation skills

According to Duklim and Musigrungsi (2018), successful presenters are required to use verbal and non-verbal communication appropriately, understand the topic and organize the content well. Guest (2018:32) included the design and effective use of visual aids, as well as the consistent interactions with the audience. Besides, Liang and Kelsen (2018) added clarity of content, appropriate language use, and responding to questions. Moreover, Leichsenring (2010) mentioned some skills (e.g., searching, planning, organizing, practicing, and presenting).

Kabesh (2024) declared some skills such as, information quality and organization, non-verbal communication (e.g. the speaker appears very confident, uses body motions and gestures very effectively, faces the audience and maintains good eye contact), verbal communication (e.g. the speaker's voice is very confident and uses inflections to emphasize key points), visual tools (are very creative, clear and easy), and appropriate use of vocabulary (are used in unique and creative ways).

Steps of oral presentation

Chasanah (2017) identified three steps: 1) planning, 2) practicing, and 3) presenting.

1. Planning

According to: (1) *the audience*; (A) focus the presentation on the audience. A presentation is not about how much the presenter can say, but about how much the audience can understand, (B) organize the information into three to five points/ categories. Audiences can only easily remember a maximum of three to five points, and (C) build repetition. The audiences cannot go back and read over something they missed or did not understand. Build repetition through internal summaries, transitions, analogies, and stories. (2) *the introduction*; (A) it includes greeting the audience, introducing yourself, explaining the purpose why it is important for them to learn the topic, (B) create an effective opening that will interest your audience: pose a question or tell a short and interesting story, and (C) give a brief outline of the major points the presenter will cover in the presentation. (3) *the main body*; (A) state the main idea clearly and presenting examples, (B) use visual aids will engage the interest of the audience, and (C) organize the body to be well structured; according to the chronological order or its importance. (4) *the conclusion*; (A) summarize the main points, (B) refer to future action if needed, (C) end

with, “Thank You.”, and (D) invite questions, suggestions and comments from the audience.

2. Practicing

It is the process that the presenter figures out word, phrase emphasis, the timing of sections and overall presentation. This step includes: (A) record the presentation and review it in order to know how the sound will appear to the audience, (B) consider using different colored highlighters to remind yourself when to pause and when to emphasize a particular point, (C) practice in front of peers and ask them to comment on delivery and content, and (D) repeat practice because the more the presenter practice, the more comfortable he/she will become with the material.

3. Presenting

To make the audience feel comfortable and engaged with both the presenter and the material of the presentation, the following are some steps in presenting a presentation: (A) maintain eye contact and look at notes very briefly, (B) be aware of your body posture, (C) be enthusiastic about your topic, (D) slow down your speech and make pauses to allow the audience keep up and time to think ahead, (E) use gestures to emphasis points, (F) check the volume of your voice so that people in the back of the room can hear you, (G) avoid fillers, such as “Ah, uh, I mean, ...”, (H) act as natural and relaxed as possible, and (I) dress appropriately.

Challenges in conducting oral presentations

Kassem (2006) explained that Egyptian students have problems expressing themselves in oral English. Abu Al-Enein (2011) identified the main difficulties encountering university English majors during oral presentations from students' and instructors' perspectives. Findings revealed a number of difficulties, such as student lack of motivation to give presentations, lack of confidence in their abilities, anxiety and fear, lack of eye contact with the audience, focusing on accuracy more than fluency, incorrect pronunciation, lack of proper vocabulary, weak speaking skills, inability to use technology, poor time management, and inter-lingual mistakes while presenting. Moreover, Al-Sobhi and Preece (2018) mentioned the difficulties which Arab EFL learners face while trying to communicate orally in English: (a) lack of exposure to the English language outside the class and excessive use of Arabic, (b) lack of self-confidence and negative attitudes towards speaking in English, (c) lack of linguistic knowledge and (d) lack in using communicative teaching methods.

Kho and Leong (2015) found that lack of experience was another major obstacle in oral presentation. EFL learners rarely participated in public speaking activities during school and learners, as a result, find it challenging task to conduct oral presentation in higher education. Zappa-Hollman (2007) explored the discourse socialization of non-native graduate students while engaging in an academic oral presentation. It was found that students were shy and afraid to present in front of a large audience. They feared oral presentation as it involved a number of skills. Similarly, Chen (2009) investigated graduate students' anxiety levels as well as identified the sources of anxiety in oral presentation. Results showed students were moderately anxious. Chuang (2011) tried to find out college students' perceptions of oral language activities in which oral presentations played a major role. Students reported a preference for reading from notes, a lack of audience or teacher feedback to guide them in their presentations, the inability to choose their own topics, poor vocabulary, and inadequate presentation skills.

Another major difficulty for EFL learners when presenting orally, according to Kho, Abdullah and Leong (2015), is shortage of preparedness. Since proper preparation is fundamental before presenting orally, most of the learners even with a lot of preparation, however, worried about forgetting the information and the organization of the ideas logically. Therefore, they preferred to bring notes when presenting orally. Husain, Ganapathy and Mohamad (2015) recommended that there should be more time for learners to prepare and rehearse the presentations. They added that to improve presentations, it may be useful to video record learners' presentations. Another key factor causing difficulty when presenting orally is the assessment process. With regard to oral presentation assessment, Razawi, Zulkomain and Mohd Razlan (2019) recommended that learners always need to have a smile on the audiences' faces and nod their heads to give a sign of understanding learners' delivery. This will eventually affect learners' motivation and they will feel confident.

The linguistic factor also contributes to difficulty in oral presentations (Kho and Leong, 2015). According to the researchers, insufficient proficiency in English when orally presenting is considered as linguistic factor. Also, Rajoo (2010) unearthed how important is oral presentation linguistically. To be more precise, having poor choice of words and poor phrasing of sentences can make oral presentation difficult and confusing and can be barely understood by audience even with interesting topic and good delivery.

Seraj, Habil, and Hasan (2021) carried out a study to find out the problems facing EFL teachers while teaching oral skills. The results showed that the most frequent problems that EFL teachers face are the use of mother tongue, inappropriate teaching methods, learners' passiveness and lack of motivation, lack of oral practice environment, lack of supporting tools, lack of authentic materials and large class size. Based on these results, they recommended that empirical studies should be conducted to provide teachers with methods that would integrate features of the smartphone, such as WhatsApp, call recorder, voice recorder.

Rosell-Aguilar (2013) pointed out that podcasting has been widely considered an effective way to enhance students' learning capability in and out of language classrooms. Similarly, Gromik (2008) claimed that podcasting may provide learners with a connection to free, genuine, and inaccessible resources. In addition, using podcasts can assist learners to acquire the language in a real, useful and genuine context.

8.2. Podcasting

Podcasts are original audio or video recordings, but they can also be recordings of radio or television broadcasts, lectures, concerts, or other events. Learning with podcasts is a fairly effective way to facilitate the learning process. Podcast may be one of the possibilities and innovative means that help improve students' comprehension and communication skills. As a digital recording, podcasts may be utilized to supplement English language instruction, particularly the speaking ability. Podcast media demonstrates positive benefits for students. It would bring students closer to the target language and affect their motivation. Through using podcast media, a teacher may help students build self-confidence and cultivate an interesting learning environment. As a result of oral performance, their comprehension of a particular issue may improve (Abdul Samad, Bustari and Ahmad, 2017).

Ramli (2017) assured that, this recorded materials downloaded and listened to on computer or any portable MP3 player. It allows learners 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. Moreover, podcasts can be easily downloaded, shared, content choice, and time shifting. The integration of podcasts in learning can improve academic performance, enhance motivation, and promote language learning.

Benefits of using podcasts

Yoestara and Putri (2018) stated that podcasts have some benefits for learning English, including providing access to authentic materials, supporting independent learning, increasing students' language confidence, and creating active learning. According to Abdul Samad, Bustari and Ahmad (2017), since podcasts are an alternative media, teachers can quickly provide authentic teaching materials for learning English to teach their students through podcasts. In addition, they argued that podcasting can help students' vocabulary, writing, editing, public speaking, and presentation skills.

Sloan (2005) added, podcasting is an innovative way of broadcasting through the internet and can be used for transferring digital audio content automatically to mobile phones. He assured that podcast materials can boost students' motivation and help them become more independent and confidence. Moreover, podcasts:

- are available anytime and anywhere. Students can save time and energy by downloading and listening to the podcasts at their convenience.
- can provide educational advantages when used as complimentary to “e-learning”.
- makes learning easy, fast and attractive to the learners.

In addition, Pajri (2023) found several advantages of podcasts, including (1) student learning resources, (2) efficient, easy to store, and can be used anywhere. Due to the small file size, it can be downloaded via a computer or mobile phone connected to the internet network. So it can be played anywhere and anytime, (3) ease of listening. Learners can choose whether to listen or download it to be stored and (4) easy distribution through portals that can save time and costs.

Types of podcasts

Deal (2007) mentioned three types of podcasts: (1) creating audio or video archives of classroom lectures. This is very similar to lecture webcasting, (2) delivery of supplemental course materials; might include pre-recorded lectures that must be accessed in advance of class time, and (3) student-generated podcasts. They are assignments that require students to produce and submit their own podcasts. This type is most useful in classes where oral presentation and/or building technical competence in podcasting are closely related to course goals.

Stages of producing podcasts

Ghamry (2020) stated that there are specific steps for producing podcasts as follows: (1) a microphone is attached to a computer. The

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presence of microphone is an essential element in the creation of a podcast, (2) sound editing software is installed. It is a program which must be installed to manage the recording and the edition, (3) the content (conversation, song, or anything else) is converted to MP3 format for audio and MP4 for video, then edited, and (4) the recorded file is uploaded to a podcasting website that makes it available for the internet users to listen to, watch or download it.

According to Deal (2007), there are three stages in producing podcasts:

1. *Pre-production*; includes brainstorm about possible content ideas for the podcast and discussing details such as: What is the purpose of the podcast? Who is the intended audience? What topics/themes should be covered? What is a logical structure for the script? Who will work on each portion? It also includes writing a draft of the podcast script and an outline (around 1000 words).
2. *Production*; the podcast producer decides upon any special effects such as music, designs the introduction, and holds recording sessions to produce the podcast adjusting the written script into spoken language where needed. Then, edits and mixes audio content as desired, and makes sure that the final version is close to (10 min) in length.
3. *Post-production*; the producer makes a brief summary of the podcast to inform potential listeners, produces a written transcript of the podcast, includes the title and acknowledges or other sources used in its production. Then, downloads iTunes or other podcast directory software and submits audio file, transcript and show notes for assessment and publication to the e-learning site.

8.3. Using podcasting to enhance oral presentation skills

Kravcenko (2016) argued that, through podcasting, students could have in-depth engagement in idea generation and reciprocal dialogue. In addition, they develop professional skills such as public speaking, teamwork and presentational skills. Podcast assignments in higher education foster students' deep engagement in course content, knowledge construction, technical skills, and problem-solving abilities. Nie, Cashmore and Cane (2008) proved that learner-developed podcasts enable students to reflect on their learning through listening and improving their own oral performance as well as re-considering and modifying their ideas during content creation. McQuillan (2006) pointed out that learners can record themselves and classmates for a classroom assignment and provide speech samples to the teacher for assessment. In addition, Tavales and Skevoulis (2006) suggested that learners can record themselves or native

speakers and then engage in listening practice as they focus on pronunciation, grammar use, or intonation.

Many researches have been recently explored the benefits of student created podcasts. For example, Al-Ahdal and Alkhalaf (2020) conducted a study to find out the efficacy of podcasts in teaching speech communication skills to Saudi EFL students. Findings showed that, podcasting significantly led to the development in students' audio and speech abilities. The simplicity of uploading and making their own recordings ensures students' involvement in a number of listening and speech activities. Their ability to attract huge audiences in other areas of the world is a powerful motivation for students to make their own podcasts. He added that podcasts provide students with a great deal of practical usage of words.

El-Smeen (2024) investigated the effect of using podcasts on enhancing EFL speaking skills of first-year secondary school students. The participants were sixty-six students who were chosen at random from Hest Berma Secondary School in El-Gharbia Governorate in the academic year (2021/2022). The findings showed the effect of using podcasts on enhancing EFL overall speaking skill and its four components: fluency, accuracy, comprehensibility and pragmatic competence.

Amir, Korompot and Baa (2023) conducted a study to assess whether the use of podcasts to improve students' speaking ability is effective. The findings indicated that using digital material of podcast is effective in improving students' speaking ability. The students achieved better and reached higher post-test scores on average. It indicated that the implementation of the digital material podcast had a significant effect on students' speaking ability, which includes pronunciation, intonation, fluency, accuracy, and comprehension.

Rabie (2023) investigated 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. Findings 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 using podcasts has an effective impact on improving EFL first-year secondary stage students' listening and speaking skills and enhance students motivation towards learning English language.

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Abdul Aziz (2022) investigated the effect of student-generated podcasts on EFL student teachers' oral performance and oral communication apprehension. The participants of the study were a group of (25) third year English section student teachers at Faculty of Education, Fayoum University (in the academic year 2021-2022). The findings showed that the experimental group witnessed a clear development in their oral performance and a lowered level of oral communication apprehension after participating in the podcasting project.

Nuraeni (2021) assured that the students' speaking skills such as grammar, pronunciation, vocabulary, and self-confidence could be promoted by using podcasts in English teaching and learning. In addition, Zapata and Larenas (2020) investigated the impact of using podcast-based lessons to improve descriptive oral skills for tertiary education students. The findings agreed that this methodology was a valuable complement in EFL classes.

Ramli (2017) investigated using podcast to improve students' listening and speaking skills for EFL learners. The findings 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 podcast to prefer creative instruction in classroom setting. The findings also provided tremendous topics and activities which make both teachers and students enrich their knowledge and develop their skills in educational purposes.

Ghamry (2020)'s study aimed at developing EFL listening comprehension skills of first year secondary stage students using podcasting. The participants consisted of first year secondary stage students in Alsadat secondary school for girls, in Alzaqaziq. Findings revealed that the participants' EFL listening comprehension skills improved significantly as a result of using podcasting. Therefore, it can be concluded that using podcasting is effective in developing EFL first year secondary stage students' listening comprehension skills.

9. Participants of the study

Thirty fourth year Hurghada Faculty of Education EFL prospective teachers were chosen voluntarily as the participants of the study. They were instructed through using podcasting to enhance oral presentation skills.

10. Design of the study

The study adopted the quasi-experiment of "one study-group pre/posttest design". A pre/post oral presentation skills observation sheet was administered before and after teaching the manual.

11. Instruments of the study

1. Oral presentation skills checklist

- Based on the literature review, the researcher designed a checklist of oral presentation skills (Appendix A). It was submitted to a jury of TEFL specialists, who judged the relevance of those skills and indicated its validity to the participants of the study. The checklist consisted of (3) main skills divided into (24) sub-skills. It contained the following skills:
 - 1) Information organizing skill; includes eight sub-skills.
 - 2) Verbal communication skill; includes eight sub-skills.
 - 3) Non-verbal communication skill; includes eight sub-skills.

2. Oral presentation skills observation sheet

The researcher designed an observation sheet to assess prospective teachers' performance of oral presentation skills (Appendix B). Designing it went through the following procedures:

- Reviewing literature and previous studies related to English language oral presentation skills.
- Preparing a checklist of oral presentation skills and based on the final form of it, the researcher prepared an observation sheet which consisted of (24) traits with a scoring scale ranging from (1) to (5).
- The observation sheet was pre-administered to determine the level of students' oral presentation skills before starting the treatment and the post-administered was carried out to investigate the effect of using podcasting on enhancing EFL prospective teachers' oral presentation skills.
- To measure the validity of the observation sheet, it was judged by some EFL specialists to evaluate its appropriateness, and suitability to the participants. The reliability of the observation sheet was measured by an inter rater reliability formula. The prospective teachers' performance was recorded and assessed twice; once by the researcher and the other by another rater who has the same qualifications of the researcher. Then inter rater reliability was calculated which indicated a high level of reliability ($R=.874$).

3. Treatment: The manual

Each session of the manual includes behavioral objectives, a description of the teaching procedures for achieving those objectives, and learning activities which are varied to encourage the students practicing of oral presentation skills. Texts selected in the manual are authentic and the topics are of students' interest (Appendix C). In implementing the sessions:

- 1) Students use podcast for listening to some topics. During listening, they have to write down the ideas. The students must pay attention to the features of oral skills.
- 2) After listening, the students discuss with their classmates some given questions. During discussion, the students must speak English and all the oral activities were recorded.
- 3) From the discussion, the students' oral presentation skills can be assessing.
- 4) At the end, it can be re-play the audio recordings which were uploaded in a digital media device to help students listen again to recognize their mistakes and enhance their oral presentation skills. Thus, podcasting helps students to be more motivated, confident and their way to share ideas will be well arranged.

To prepare the manual, the following steps were followed:

1. Reviewing the literature using podcasting in EFL classrooms.
2. Designing the initial version of it, which should have :
 - An introduction including the objectives.
 - Suggested teaching procedures for each session.
3. Consulting a jury of TEFL experts to judge the suitability of it for teaching fourth year Hurghada Faculty of Education EFL prospective teachers, the consistency of it with the procedures of podcasting, the sufficiency of activities and drills, the appropriateness of objectives, the teaching aids, and the evaluation techniques for students' level.
4. In light of the jury suggestions and recommendations, some modifications were carried out: adding some evaluation items to assess the achievement of all the objectives, modifying some behavioral objectives.
5. Adapting the manual and preparing the final version.

12. Results of the study

The quasi experimental design of the study depended on comparing the participants' scores in the oral presentation skills observation sheet before

and after teaching the manual by using podcasting. The researcher analyzed the quantitative data using “t” test formula.

➤ **Testing hypothesis one:**

- There were statistically significant differences between the mean scores of the study group in the pre/post administrations of overall oral presentation skills observation sheet favoring the post administration.

Table (1)

T-test results of the students in the pre/post administration of overall oral presentation skills observation sheet

Administration	No.	Mean	Std. Deviation	"T" Value	Sig.	Effect Size
Pre	30	60.9333	4.56322	38.964	0.01	0.98
Post		99.7667	2.52823			

According to table (1), "t" value is (38.964), which is significant at (0.01) level. These results affirmed hypothesis one and indicated that using podcasting has a large effect on enhancing EFL prospective teacher’s overall oral presentation skills.

➤ **Testing hypothesis two:**

- There were statistically significant differences between the mean scores of the study group in the pre/post administrations of each oral presentation skill (information organizing, verbal communication and non-verbal communication) favoring the post administration.

1) Concerning information organizing skill, table (2) shows the results:

Table (2)

T-test results of the students in the pre/post administration of information organizing skill

Skill	Administration	No.	Mean	Std. Deviation	"T" Value	Sig.	Effect Size
Information organizing skill	Pre	30	20.933	2.5316	22.907	0.01	0.95
	Post		32.800	1.2148			

Maximum score = 40

According to table (2), "t" value is (22.907), which is significant at (0.01) level. These results affirmed that the participants surpassed in the

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post administration of information organizing skill. Thus, using podcasting has a large effect on enhancing EFL prospective teacher's information organizing skill.

2) As for verbal communication skill, the results are shown in table (3):

Table (3)
T-test results of the students in the pre/post administration of verbal communication skill

Skill	Administration	No.	Mean	Std. Deviation	"T" Value	Sig.	Effect Size
Verbal communication skill	Pre	30	19.900	2.2946	28.583	0.01	0.97
	Post		33.700	1.1188			

Maximum score = 40

According to table (3), "t" value is (28.583), which is significant at (0.01) level. These results indicated that the participants surpassed in the post administration of verbal communication skill. Thus, using podcasting has a large effect on enhancing EFL prospective teacher's verbal communication skill.

3) As for non-verbal communication skill, the results are shown in table (4):

Table (4)
T-test results of the students in the pre/post administration of non-verbal communication skill

Skill	Administration	No.	Mean	Std. Deviation	"T" Value	Sig.	Effect Size
Non-Verbal communication skill	Pre	30	20.100	2.5099	23.985	0.01	0.95
	Post		33.266	1.1121			

Maximum score = 40

According to table (4), "t" value is (23.985), which is significant at (0.01) level. These results affirmed that the participants surpassed in the post administration of non-verbal communication skill. Thus, using podcasting has a large effect on enhancing EFL prospective teacher's non-verbal communication skill.

13. Discussion of the study

Students should be self-confident to overcome anxiety while presenting orally. According to Piccinini (2010), fluency, accuracy and confidence can be enhanced by oral presentations. Throughout the process of giving an oral presentation, students gain more practice in selecting and presenting topics. They get information from different sources, learn how to organize and support ideas, state the main idea, create and answer questions, set up audios/visual aids, speak in front of the audience and raise discussions. Hence, the researcher conducted a manual of six sessions to investigate the effect of using podcasting on enhancing EFL prospective teachers' oral presentation skills.

In each session students were exposed to some topics and required to ask brain storming questions. After that, students used podcasting for listening to some topics and exposed to various oral activities related to the topics. Then, they discussed the information orally with each other in their own words. The discussion was recorded and the audio recordings were uploaded in a digital media device to help students listen again anytime, anywhere and give comments on their classmates' oral presentation. Results of the study revealed that there was a statistically significant difference at (0.01) between the mean scores of the participants in the pre/post administrations of oral presentation skills observation sheet in favor of the post administration. Hence, it was concluded that using podcasting has a large effect on enhancing EFL prospective teachers' oral presentation skills. There are many reasons to explain that; firstly, podcasts made the teaching process enjoyable to students; as they help them in choosing the content, practicing and repeating many times before recording audios and adding comments to each other. Secondly, podcasts provide unique authentic oral language materials any time and any place; as they offer extra practices inside and outside the classroom. Thirdly, podcasts don't require much technical information or expensive instruments; thus, most students already have technological devices computers, laptops, MP3 players, tablets and smart phones, which helped in contacting with each other whenever and wherever.

14. Conclusions of the study

It can be concluded that through utilizing podcasting, learners changed from passive listeners to active participants who are able to express themselves freely without feeling anxious or shyness. Thus, podcasting

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could be implemented as a motivating teaching means that can be used anywhere and anytime. Hence, the current study affirmed the following conclusions:

- 1) Using podcasting has a large effect on enhancing EFL prospective teacher's information organizing skill.
- 2) Using podcasting has a large effect on enhancing EFL prospective teacher's verbal communication skill.
- 3) Using podcasting has a large effect on enhancing EFL prospective teacher's non-verbal communication skill.

15. Recommendations of the study

Based on the findings of the study, here are some recommendations for EFL prospective teachers, teachers and course designer.

1. The prospective teachers should be trained on oral presentation skills.
2. The teachers should avoid depending on traditional methods of teaching and start using modern methods, techniques and strategies to improve oral presentation skills.
3. The course designers should include oral presentation skills activities to prepare the students to the present and future life.

16. Suggestions for Further researches

- Using podcasting to enhance soft skills of EFL students.
- Using podcasting to enhance negotiation skills of secondary stage students.

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