



HACETTEPE UNIVERSITY

**ENHANCING ELT STUDENTS' ORAL COMMUNICATION
SKILLS USING VIDEO PODCASTING: A MIXED-METHODS
CASE STUDY IN AN ONLINE SPEAKING COURSE**

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A question?

go to [menti.com](https://www.menti.com) on your smartphones and enter the voting code: **6124 3426**

- Alternatively, you can use a **QR code** to submit your answers:



(Participant link: <https://www.menti.com/aluvu6o1ur49>)

❖ Which skill do you think is *the most difficult to develop* in online language courses?

A. Listening 

B. Speaking 

C. Reading 

D. Writing 

INTRODUCTION

SPEAKING SKILL

One of the key components of foreign language learning

PERCEIVED AS DIFFICULT

Learners often find speaking the hardest skill to master



REASONS

- Affective variables (e.g., anxiety, low confidence, etc.)
- Insufficient linguistic competence
- Limited exposure to the target language



TECHNOLOGY INTEGRATION

Provides authentic input and opportunities for practice



SUPPORTS SPEAKING DEVELOPMENT

Enhances oral communication through creative digital tasks such as videopodcasting

THE PURPOSE OF THE STUDY

- *Research specifically examining the use of student-produced video podcasts to enhance language skills in foreign language instruction is scarce (Acevedo de la Peña & Cassany, 2024; Phillips, 2017).*



- This study particularly ***investigated the role of student-produced video podcasts in improving speaking skills, not only during times of necessity such as the pandemic but also in the context of online education***



USING VIDEO PODCASTS IN AN ONLINE CLASS SETTING TO DEVELOP SPEAKING SKILLS



- How do ELT students reflect on their experiences of producing video podcasts to enhance oral communication skills in online speaking courses?

LITERATURE REVIEW

- A podcast → a form of digital media delivering mainly serial spoken audio content that can be downloaded or streamed over the Internet.
- Podcasts → accessible for both listening and production irrespective of time and place (Rime et al., 2022).
- Podcasts with video content → video podcasts → Vodcasts or PodClips (Dudeney & Hockly, 2007).
- Podcasting can be incorporated into teaching in two principle ways:
 - ✧ employing podcasts as listening materials for learners.
 - ✧ student-generated podcasts (Dudeney & Hockly, 2007).

THE BENEFITS OF VIDEO PODCASTING IN FOREIGN LANGUAGE EDUCATION

- providing students with ***authentic input*** that helps comprehend listening (Boltiziar & Munková, 2023; Nikbakht & Mazdayasna, 2023)
- facilitating ***vocabulary acquisition*** (Nikbakht & Mazdayasna, 2023)
- contributing to the development of ***digital competence*** (Chaves & Álvarez, 2023)

VIDEO PODCASTS TO FOSTER SPEAKING

- ***advancing students' speaking abilities*** irrespective of their preferred learning styles compared to traditional methods and even audio podcasting (Shunnar & Altweissi, 2022).
- enhancing various assessable aspects of speaking, including ***fluency, pronunciation*** (Shunnar & Altweissi, 2022 & Wahyuni & Dewi, 2024), ***vocabulary, and grammar*** (Shunnar & Altweissi, 2022).
- ***assisting learners in organizing their ideas for speaking better and in expressing their thoughts more clearly*** (Wahyuni & Dewi, 2024).



USING VIDEO PODCASTS TO
DEVELOP SPEAKING SKILLS
IN ENGLISH

METHODOLOGY

✧ *a mixed-methods case study design* (Creswell & Plano Clark, 2017)

Setting and participants

- This study was conducted during the COVID-19 period in an online course offered to first-year students of the Department of English Language Teaching (ELT) at a state university in Turkey.
- The course ➔ “*Oral Communication Skills*”
- The participants ➔ 60 students (18-21 years old), divided into three sections (17 male, 43 female).

Instruments

- **a questionnaire** consisting of 13 items on a five-point Likert scale, administered via Google Forms & **semi-structured interviews** conducted with 14 students (seven female and seven male) on Zoom.
- prepared in Turkish
- responded to **voluntarily** by participants
- **high reliability** (Cronbach's Alpha for 13 items → a coefficient of .948, indicating excellent internal consistency)
- **content validity** ensured through expert review (three specialists in foreign language education)

Procedure and Data Analysis

- The ***Oral Communication Skills course*** was given to first-year ELT students during the fall semester of their undergraduate program.
- The syllabus was prepared by the researcher following the Bologna Process guidelines.
- Throughout the semester in the online learning environment, students were required to produce a series of video podcasts.
- Each student created a total of four podcasts: two in pairs and two individually.
- ***pair-work podcasts*** → student discussion → use of expressions provided by the researcher → self- and peer-assessment & lecturer feedback
- ***individual podcasts*** → a persuasive speech and a presentation → Self- and peer-assessment & lecturer feedback

Table 1. An Overview of the Student-Produced Video Podcasts

Podcast Number	Topic	Task Type	Duration	Evaluation
1	Student discussion: The effectiveness of online learning	Pair-work	3–5 minutes	Self- and peer- assessment & lecturer feedback
2	Student discussion: Differences between spoken and written language	Pair-work	3–5 minutes	Self- and peer- assessment & lecturer feedback
3	A persuasive speech on a controversial topic in the field of EFL	Individual	3–5 minutes	Self- and peer- assessment & lecturer feedback
4	Making a Presentation on a Selected Topic in English Language Teaching	Individual	10–15 minutes	Self- and peer- assessment & lecturer feedback

Data Analysis

- The data were analyzed both ***quantitatively*** and ***qualitatively***.
- Questionnaire data were subjected to ***descriptive statistical analysis*** using MAXQDA and Excel
- The interview data were analyzed through ***thematic analysis*** with the support of MAXQDA to ensure a systematic process.

RESULTS

Quantitative Analysis (Student Questionnaire)

Table 2: ELT students' reflections on video podcasting

		A/SA	N	D/SD	M
		%	%	%	
Q1	I believe that producing video podcasts contributes to the improvement of my English speaking skills.	83.3	5	11.6	4.13
Q2	I have a positive attitude towards creating video podcasts in English classes	88.3	1.7	10	4.25
Q3	I believe that video podcasting is a useful tool for improving my English speaking skills.	83.3	6.7	10	4.22
Q4	Video podcasting helps me learn to use appropriate expressions during speaking (e.g., giving opinions, discussing, agreeing or disagreeing)	86.7	3.3	10	4.25
Q5	Video podcasting helps improve my English pronunciation	73.3	11.7	15	3.98
Q6	Knowing that my video podcast will be watched by others increases my motivation to produce it.	30	31.7	38.3	2.98
Q7	I enjoyed collaborating with my peers in producing a video podcast	50	23.3	26.7	3.32
Q8	I enjoyed producing a video podcast individually.	76.6	11.7	11.7	4.12
Q9	I find producing English video podcasts engaging	76.7	10	13.3	3.87
Q10	I find producing English video podcasts enjoyable	73.3	10	16.7	3.80
Q11	I had no technical problems while creating the video podcast	51.7	23.3	25	3.35
Q12	I liked the activities of producing English video podcasts	76.6	11.7	11.7	3.97
Q13	I would like to take part in such video podcast production activities in English classes	70	13.3	16.6	3.73

Qualitative Analysis (Interviews)

- The thematic analysis of the interview data revealed ***four major themes*** developed from the codes identified, based on interview responses:
 - ***contributions to oral proficiency***
 - ***enhancement of linguistic competence***
 - ***difficulties in podcast production***
 - ***the pedagogical integration of student-generated podcasts.***

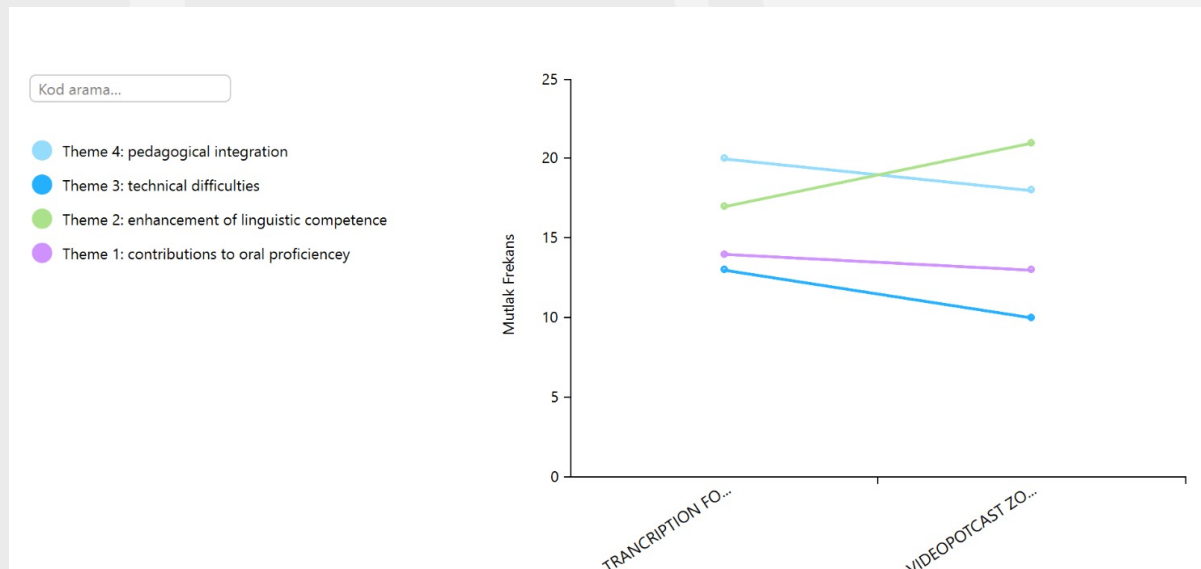


Code Cloud of Major Themes
(Visualized with MAXQADA 2025)

Visual Overview of Thematic Findings



Word cloud
created via wordart.com



Code Trend of Major Themes
(Visualized with MAXQADA 2025)

Theme 1:contributions to oral proficiency

(interview responses: 13/14 students)

*“When I created a video podcast, I **watched myself again and noticed my mistakes, then tried to correct them in my videos** several times. For this reason, I definitely think it was useful.”* (Interview responses)

*“I think language is very fragile, and if I don’t speak even for a short period, I notice a serious decline in myself, no matter how good I am. This has been the case for years, especially in English. **During this period, we had no classroom interaction and my speaking time decreased. Outside of school, I had no place to practice speaking. Through these podcasts, I found the chance to keep speaking without long pauses, which helped me not to forget what I had learned. That’s why I can say it was useful.**”* (Interview responses)



*“**To be honest, I don’t really think so.** In the video podcast task, I spent nearly five hours trying to record a three-minute video. I kept recording and watching again, but I couldn’t really identify and correct my mistakes to improve my speaking. That’s why I don’t feel it helped me much.”* (Interview responses)

(a contrasting view)

Theme 2: enhancement of linguistic competence

- supporting students in developing their **vocabulary** (5/14 students) , **grammar** (7/14 students), **pronunciation (including stress and intonation)** (14 students), and **fluency** (8/14 students)

*“Of course I tried to be more careful **with pronunciation**. In class I might just speak and mistakes could be overlooked, but in a video they stand out and you feel you have to correct them. I think that was really useful.”* (Interview responses)

*“It helped me in terms of **fluency** and **pronunciation**, because I learned to adjust my speaking pace better. I also started to **use stress more effectively**, and my speech became much more fluent. **Before, I used to pause and think for too long, partly because I was afraid of making mistakes.**”* (Interview responses)

*“I often make small **grammar mistakes** while speaking, but the video podcasts **made me notice them more clearly**. In face-to-face situations I used to think I could cover them up with stress or facial expressions, but I realized this was not the case. **Watching myself, I saw that the mistakes I thought were minor were actually not so small. So now I am more careful.**” (Interview responses)*

*“We not only learned how to present the content but also **expanded the words** we could use, including **more academic vocabulary**. In this way, I think we showed a different attitude in our speeches—something I had never done before.” (Interview responses)*

Theme 3: difficulties in podcast production

- A vast majority of the participants (interview responses: 11/14 students) reported that they did not **face any technical difficulties during the podcast production process.**
- **minor technical problems** resulting from *poor internet connectivity* and *insufficient equipment*:

“The first two video podcasts were a bit like practice, since this was something new for us, but afterwards it generally went well. The quality was a little low, though. I personally had no major problems because I had both internet and a computer, but I know some friends at other schools who struggled with similar assignments due to lack of equipment. Apart from that, I don’t think there would be any serious difficulties.” (Interview responses)

Theme 4: the pedagogical integration of student-generated podcasts

- Students willing to take part in video podcasting tasks
- Tasks to be integrated into both online and face-to-face language courses (3/14 students)

*“I think it definitely should be included. **It could even be offered as a separate course.**”* (Interview responses)

*“**It definitely should be included.** When we return to **face-to-face education**, it could be used **as an alternative** to support classroom learning.”* (Interview responses)

*“Both **pair work and individual tasks should be included**, as all of them are useful. I can also add that maybe **a full group assignment could be tried** as well. Instead of just two people, it could be six or seven, like a round-table activity. It might be more difficult, but it would still be a nice experience for us.”* (Interview responses)

CONCLUSIONS AND DISCUSSION

- Questionnaire & interview findings → *consistent results*
- Video podcasting *beneficial for developing oral proficiency in online education*
- Improvement in *fluency, pronunciation, grammar, and vocabulary*
- Overall attitude → *highly positive*
- *Minor technical challenges* during podcasting process
- *Integration of video podcasting into online & face-to-face speaking courses* suggested
- *Preference for individual podcasting*; both task types beneficial

PEDAGOGICAL IMPLICATIONS

- ❖ **Findings remain relevant beyond the Covid-19 context**, as video podcasting continues to support oral communication in diverse instructional settings.
- ❖ **Student-produced video podcasts** can be integrated into **both online and face-to-face language teaching** to foster **oral proficiency** across **different languages, not only in English**.
- ❖ Such integration should be guided by the **TPACK framework** (*Technological Pedagogical Content Knowledge*) to ensure the effective use of technology for pedagogical and linguistic goals.





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THANK YOU

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