From Voice Notes to Micro-Podcasts: Mobile E-Learning for EFL Speaking and Listening

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Listening needs a reason to respond

What makes a listener listen with a purpose?

A peer’s message becomes meaningful when the listener has a role in shaping it.

Listen
Respond
Reconsider

Micro-podcasting in this study

Micro-podcasting

A short, focused spoken episode that communicates a clear message to an audience.

Our classroom adaptation

Students prepared business scripts, rehearsed with peers, and performed live online. They shared their written scripts on a digital wall.

Peer feedback

Listeners offered brief suggestions to help speakers make their message clearer.

Audience poll

Which feature would most encourage your students to participate in a micro-podcast activity?

A. Freedom to express their own ideas

B. A realistic situation connected to their lives or work

C. Time to practise with a supportive peer

D. A familiar, contemporary communication format

Please choose one. Type A, B, C or D in the chat.

Research informing the activity

Mobile-assisted project work	Meaningful projects give spoken language practice a communicative purpose. Benlaghrissi & Ouahidi (2024)
Student-created podcasts	Preparing a message for peers connects speaking with purposeful listening. Chaves-Yuste & de-la Peña (2023)
Guided peer feedback	Peer response directs attention to clarity and comprehensibility. Cadena-Aguilar & Álvarez-Ayure (2021)
This study	**A live online adaptation in business English, examining classroom implementation and participants' reported experiences.**

Research questions

01 How was live micro-podcasting implemented, and what listening and peer-feedback responses did students report?

02 What pedagogical benefits and practical challenges emerged through the teacher’s reflection?

The learners and course

30

female participants

Advanced Listening Skills

English for Business Associate Diploma
English Language Institute
A Saudi public university

Ages 22–30
Bachelor’s degree holders across disciplines
Reported proficiency: CEFR A2–B2

Participants included employed students and students seeking employment.

A descriptive classroom study

Teacher evidence	Student evidence	Analysis
3 observation and reflection forms	60 responses from 30 students	Frequencies and percentages
About 30 minutes across five breakout groups per session	One practice response and one final-performance response each	Descriptive examination of written comments

Focus: classroom implementation and reported experiences. No standardised proficiency test.

Three synchronous sessions

1 Preparation

Listen to business podcast models.

Develop a concise written script.

2 Rehearsal

Perform live with peers.

Exchange feedback and identify a next step.

3 Performance

Deliver the final message live online.

Share the written script digitally.

Approximately 60 minutes per session, within scheduled teaching time.

The listener’s role during practice

Before reading	Listen to the partner’s live performance before consulting the script.
During feedback	Report understanding and choose what would help: slower delivery, clearer words, or an example.
After feedback	The speaker selects a possible change for the next performance.

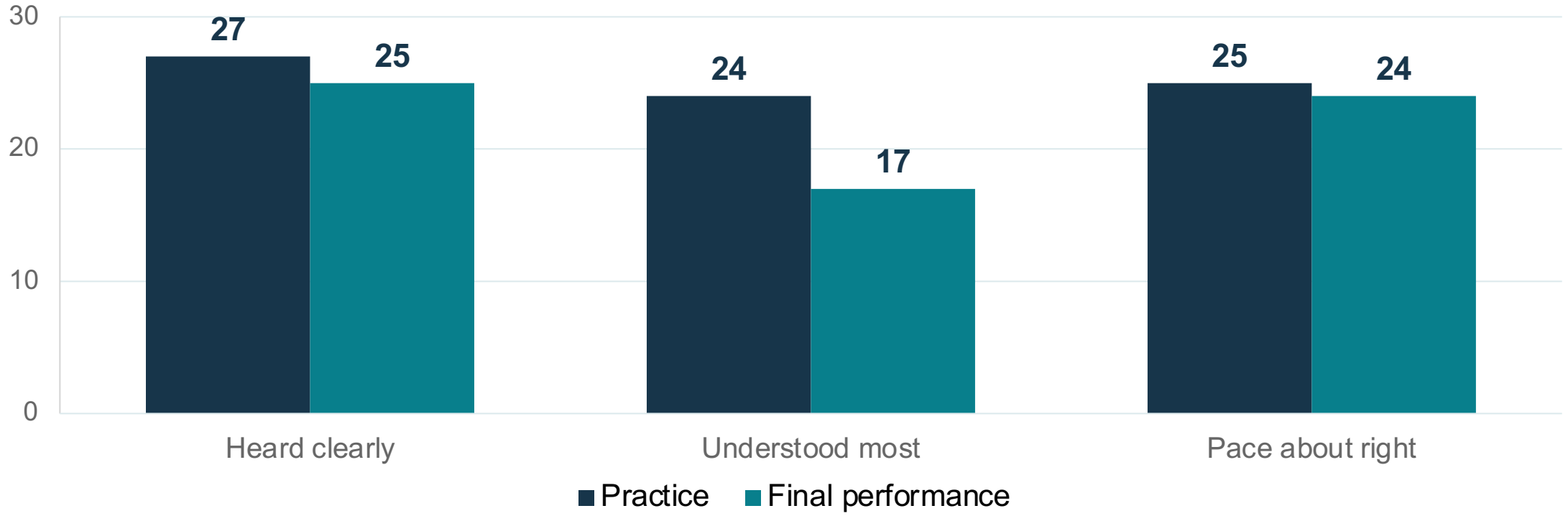
The digital wall supports access to written scripts and peer response.

Teacher observations across the sessions

Preparation	Vocabulary and spoken-message difficulties prompted modelling and language support.
Rehearsal	Insufficient time prompted additional practice. Peers offered specific delivery suggestions.
Final performance	All planned activities were completed. The teacher described enthusiastic, organised delivery.

Observations describe selected groups. They do not establish improvement for every learner.

Students’ reports differed across tasks



Counts out of 30. Practice: work–life balance. Final: meetings. These are different tasks, not a pre/post test.

Hearing clearly did not ensure understanding

25 / 30

heard their partner clearly

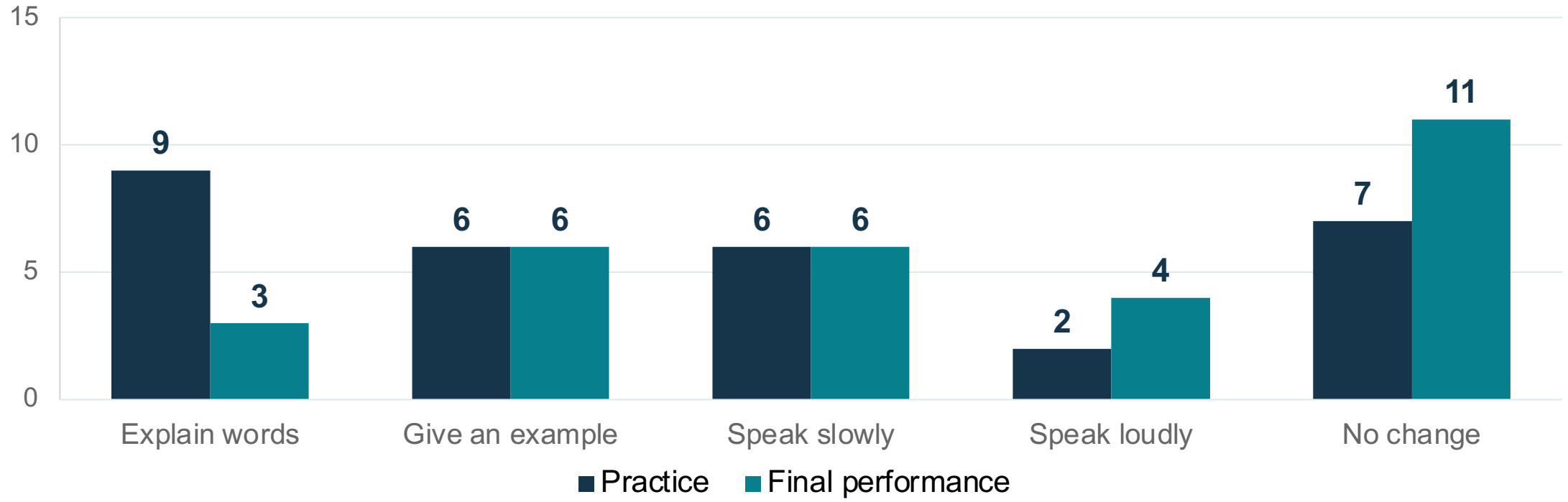
17 / 30

understood most of the message

Final performance still required attention to meaning and delivery.

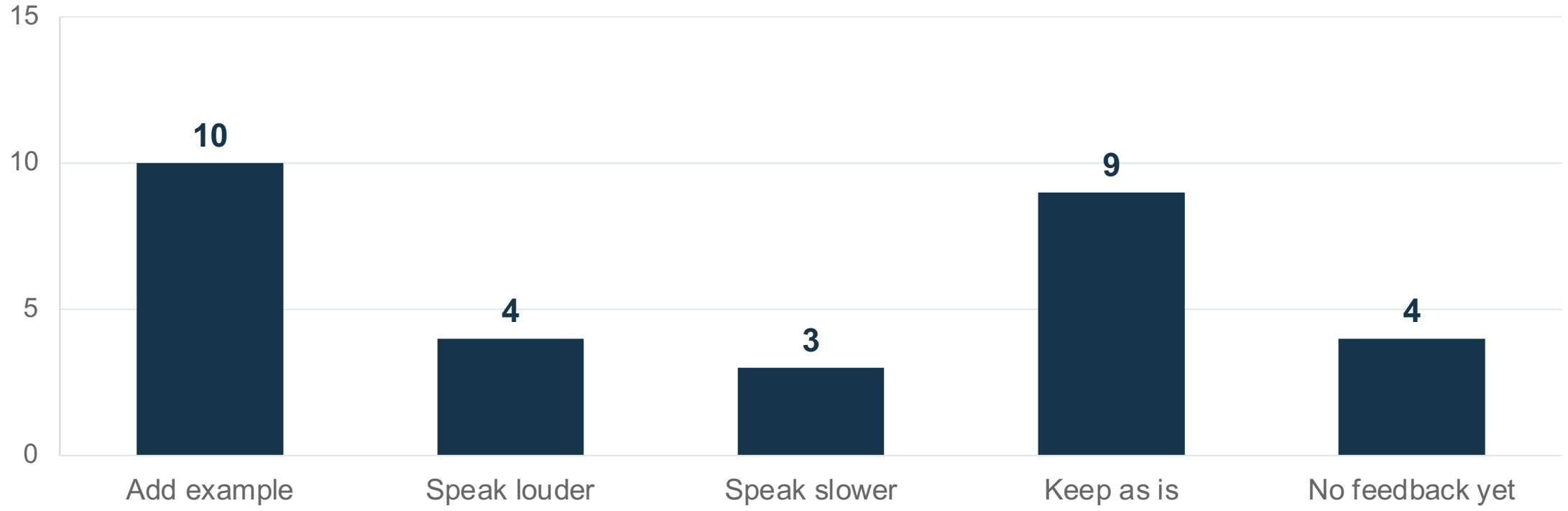
Separate self-report items. Four students reported understanding very little.

What would help students understand?



Counts out of 30 at each stage. Feedback preferences are not independent assessments of speaking quality.

17 students intended to make a change



17 of 30 students (56.7%) selected an adjustment. These responses show intentions, not verified revisions.

Written comments offered a partial view

Practice

11 substantive entries

Flexible working hours and personal boundaries appeared alongside evaluations of the activity.

Final performance

7 substantive entries

Comments referred to agendas, punctuality and follow-up notes.

Interpretation

Some responses reflected attention to content.

Asking students to share one idea they remember can start a useful discussion.

The optional comments were not scored as verified comprehension.

Pedagogical value and practical challenges

Pedagogical value

A real listener for a prepared message

Specific suggestions about delivery

Business topics with a communicative purpose

Practical challenges

Vocabulary support and rehearsal time

Incomplete feedback for some students

Uneven listening experiences across groups

Teacher reflection and student reports provide complementary perspectives.

What the evidence can support

A situated account	One course, a sample of 30, and a short teaching sequence.
Partial observation	The teacher observed selected groups and also led the activity.
Careful interpretation	Different topics and self-reported understanding limit conclusions about learning gains.

No comparison group, validated proficiency measure, or confidence scale.

Implications for classroom practice

Support the message	Offer useful vocabulary and model a concise, understandable performance.
Complete the feedback cycle	Allow rehearsal time and check that every speaker receives a specific suggestion.
Document the next step	Ask speakers to identify which suggestion they tried and what they changed.

Enjoyment and freedom of expression

A fresh way to use English

Students appeared to enjoy micro-podcasting as a new way to express ideas and communicate with an audience.

More room for individual voices

The format gave students freedom to shape their messages through a contemporary form of communication.

Teacher reflections on classroom experience

Creativity and continued classroom practice

Discovering students' talents

Simulated real-life situations revealed creativity in storytelling, role-play and presentation that was less visible in routine tasks.

A recurring opportunity to communicate

I am continuing micro-podcasting after every two or three units so students can apply course language in new contexts.

Teacher reflections on classroom experience

An adaptable model for purposeful interaction

Live micro-podcasting gives prepared speaking an immediate listening audience.

Its contribution is a practical teaching model and evidence about the support learners need.

What would you adapt for your own learners?

Selected references

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Thank you

Questions and discussion

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