

The Use Of Self-Created Podcasts To Enhance EFL Students' Speaking Ability At Ho Chi Minh College Of Technology

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Abstract

The objective of this investigation is to observe enhancements in students' speaking abilities as a result of the utilization of self-generated podcasts as a learning tool. Additionally, the research endeavors to ascertain the efficacy of podcasts in enhancing the speaking skills of students. The quantitative method was employed to determine the students' speaking enhancement through a pre-experimental design that included a pre-test and post-test for one group. Additionally, a qualitative method was employed to evaluate the efficacy of utilizing self-created podcasts for speaking tasks. The participants were 20 first-year students at Ho Chi Minh City College of Technology in Vietnam. Furthermore, data collection necessitated interviews, questionnaires, observations, and testing with two students. The questionnaire results and the statistical analysis of pre-test and post-test scores suggested that students' speaking abilities had improved through the utilization of self-created podcasts. The survey results indicate that the majority of students (about 84%) experienced positive outcomes from incorporating self-created recordings into their speaking lessons. Specifically, 58% of students showed that integrating audio into their lessons produced various beneficial results, while 26% expressed a strong interest in using podcasts and agreed that their speaking abilities significantly improved by completing tasks with self-created podcasts. The interview results indicated that students felt that the use of podcasts was more enjoyable than the conventional method used in the class, and it was also advantageous for improving the students' pronunciation of words, adding new vocabulary, and improving their English grammar.

Keywords: *speaking ability, English language, podcast, students.*

Date of Submission: 05-10-2025

Date of Acceptance: 15-10-2025

I. Introduction

Speaking competence is a vital skill in learning English. Mastering speaking abilities is essential for effective verbal communication. Students need to be able to express themselves clearly and confidently in English, and many learners recognize the importance of developing their speaking skills. The ultimate goal for most language learners is to develop transactional, interactional, and negotiation skills. People learn foreign languages for various purposes, such as study, business, and social interaction. Effective speaking skills help build the foundation of the language, as grammar alone allows for limited expression, while the ability to speak fluently and accurately enables comprehensive communication. Thus, speaking competence significantly impacts English comprehension and usage.

In the context of English language education at Ho Chi Minh College of Technology (HCT), enhancing speaking skills among students is a crucial goal. Traditional teaching methods often struggle to provide sufficient authentic speaking opportunities, leading to challenges in skill development. This study explores the effectiveness of integrating podcast projects to address these challenges and enhance speaking competence among students.

However, teaching and learning speaking skills remain ongoing challenges for both teachers and students due to the limited emphasis on speaking practice in EFL classrooms. Much recent research has found that incorporating podcast projects can effectively enhance students' speaking competence. This strategy not only develops their speaking skills but also fosters creativity, critical thinking, and engagement with the target language. Research indicates that proficiency in the four skills (writing, speaking, reading, and listening) is essential, but speaking competence is crucial for practical language use. It is necessary for teachers to identify the most effective methods to help students improve their speaking abilities. Thornbury (2005) states that speaking is a productive skill that requires active use of language, involving both fluency and accuracy. Therefore, teachers must provide numerous opportunities for students to practice speaking to avoid communication difficulties.

Brown (2001) also emphasizes that "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information." Speaking is indispensable in English language teaching and learning because, without sufficient speaking practice, students cannot communicate effectively or express their ideas clearly.

In fact, many tasks and activities in English textbooks do not sufficiently encourage students to practice speaking. Podcasts in colleges and universities are regarded as enhancing motivation and engagement, cognition and learning, learner autonomy, and novel teaching and presentation options (Salmon & Nie, 2008). Adaptable to meet learners' specific requirements, podcasts provide a customized educational medium that facilitates learning beyond the traditional classroom setting. Therefore, using self-produced podcast projects is crucial because they offer students a platform to practice speaking in an engaging and innovative way, maintaining their interest in learning English as a foreign language in Vietnamese educational contexts.

Podcasts have emerged as a versatile educational tool, gaining attention for their potential to enhance various aspects of learning, including speaking skills and student engagement. Initiatives in educational settings have explored how podcasts facilitate authentic language use and meaningful communication among students (Godwin-Jones, 2011). Studies indicate that podcasts encourage active listening and speaking practice, offering students opportunities to develop fluency and confidence in expressing themselves orally (Wesch, 2009). Moreover, podcasts foster collaborative learning environments where students can create, share, and discuss content on diverse topics, thereby promoting critical thinking and digital literacy skills (Hew, 2009). The integration of podcasts into language education not only enriches traditional instructional methods but also aligns with contemporary pedagogical approaches that prioritize student-centered and technology-enhanced learning experiences (Wright, 2010). This literature review synthesizes findings from various studies to establish a theoretical framework that supports the exploration of podcast projects to enhance speaking skills in educational contexts, particularly within the framework of Ho Chi Minh College of Technology (HCT).

II. Literature Review

Audio podcasts have been used for a long time in language learning as a way for teachers to send information and course content to students in one direction. For example, teachers can record lectures, provide students materials to study for the next lesson, or supply them audio feedback (France & Ribchester, 2008; O'Bryan & Hegelheimer, 2007). In the same way, audio recordings have been used for a long time in language learning to help students practice real listening and to add to textbooks and other teaching resources. For instance, Rosell-Aguilar (2007) observed that podcasts present language learners a lot of different real-life settings to study sentence structure and vocabulary. But the idea of students making their own podcasts has only recently gained popularity as teachers have begun to recognize how useful it may be. Students need to learn many different skills to make podcasts, such as how to research and analyze information, make an outline, write and revise a script, and improve their pronunciation and fluency by doing it over and over again (Phillips, 2015). In addition to these valuable skills, student-made podcast projects offer numerous other advantages, as outlined in the following sections.

Overview of Podcasts

A podcast is a digital audio file that can be downloaded from the internet to a computer or mobile device. It usually comes in a series, with fresh episodes that subscribers can automatically get. Podcasts have become a useful way to learn since they let people talk to one another in audio form, which helps them improve their language abilities. The format lets students not only watch and listen to content but also make and share their own spoken stories, discussions, or presentations. This interactive feature of podcasting fits with modern teaching methods that focus on student-centered learning and digital literacy (Wesch, 2009). Podcasts are a unique combination of creativity and accessibility that lets students interact with language in real-life situations outside of the classroom. Making podcasts on things that interest or matter to them gives students a chance to practice expressing their ideas, working with others, and getting helpful feedback, which is like how people communicate in the real world (Godwin-Jones, 2011).

Implementing podcast projects offers significant advantages for enhancing English-speaking competence.

The regular classroom setting may seem disconnected to EFL learners from the actual use of spoken English in real-life situations. While textbooks and exercises help establish a solid foundation, gaining genuine confidence in a language requires active and dynamic engagement. We present student-generated podcasts, an innovative approach that empowers high school students to actively participate in their English as a Foreign Language (ESL) speaking progress.

Self-created podcast projects enhance students' motivation and confidence in language learning.

There are several benefits to student-created podcasts. Firstly, they provide a genuine platform for honing one's spoken English skills. Unlike passively listening to prerecorded podcasts, students actively engage in research, organize their thoughts, and articulate their ideas coherently when they create their own content. This technique enhances their vocabulary and grammar proficiency in a practical environment.

The process of recording itself serves as a potent educational instrument. Students can review their recordings, pinpoint parts that need development in terms of pronunciation or fluency and then re-record those sections to achieve a refined final outcome. This self-assessment encourages individuals to take responsibility for their learning and motivates them to engage in independent study.

Motivation is vital for all types of learning, and students must be willing to put in the time and effort (Fleenor & Hodhod, 2016). When it comes to learning a foreign language, the above statement is definitely true. It can be really irritating at times, especially as you develop better at it. This event is similar to the economic idea of decreasing returns: Beginning learners can learn to communicate at a basic level in a short amount of time. However, as learners' language skills develop, they sometimes feel that their progress slows down a lot, which can make them even more frustrated. Austrian universities and colleges offer English as a Second Language (ESL) classes that start at the intermediate and upper-intermediate levels. Many people who are learning English are already at a point where they feel dissatisfied by how slowly they think they are making progress. Podcasting and other new multimedia-based apps are examples of ways to create new, student-centered learning activities that can boost student motivation and meet their needs. Podcasting is still a relatively new technology in higher education, and many students haven't used it before. Learning how to use a new educational tool like podcasting can make students more motivated and improve their learning experience (see, for example, Dale & Povey, 2009; Lonn & Teasley, 2009). New things are also memorable and can make students more interested in the work and provide them a break from learning from books.

Several scholars (Kemp, Mellor, Kotter & Oosthoek, 2012; Nie, Cashmore & Cane, 2008; Prensky, 2009) have said that the newness of experience learning is a big reason why people learn. Several studies have also shown that using podcasts in school can boost students' intrinsic motivation (Asoodar, Marandi, Vaezi & Desmet, 2016; Dale & Povey, 2009; McMinn, 2008; O'Bryan & Hegelheimer, 2007; Royer, 2009). Extrinsic motivation is when you receive favorable grades as a reward, but intrinsic motivation is when you discover things engaging and challenging (O'Bryan & Hegelheimer, 2007). Students might also feel more ownership over their podcasts because they are new to them. Students who are actively involved in creating information by using the target language in real and innovative ways may feel proud and that they have a purpose. Hsu, Wang, and Comac (2008) looked at whether audio recordings help people learn a language. They discovered that most students felt more in charge of their learning when they used audio recordings than when they did pencil-and-paper work. Additionally, the prospect of reaching a large audience through their podcast significantly motivates many students. When students know that other people may hear their podcasts, they might work harder on them (McMinn, 2008). Also, the fact that their "production" is recorded makes it more permanent and holds the students more accountable for the work they do, which gives them enough motivation to get good outcomes. Finally, students who are unsure or don't want to speak English in class can make their podcast at their own pace. It can help lower anxiety, which is very prevalent when talking to someone in a foreign language in real time, and raise students' confidence, which improves the learning process. Thereby, Hsu et al. (2008) reported that more than 80% of the students who took part in the study thought that making audio podcasts made their learning better.

Self-created podcast projects enhance students' collaborative learning.

Podcasting can be a great way to encourage students to work together and learn from one another by helping them build the skills they need to work toward a common goal. So, Stoltenkamp, Mapuva, Khumalo, and Kies (2011) say that most of the nursing students in their study said that podcasting helped them work better in groups. Students said that working with other students on the podcast project helped them think more deeply about their work and comprehend it better. Nie et al. (2008) did a pilot study about student-made podcasts on the ethical issues of modern genetics and found that medical students thought group-based podcasting assignments were advantageous for sharing opinions and looking at the topic from different angles, which helped them think more deeply. Salmon and Nie (2008) agree with this line of thought when they say that student-created podcasts "encourage students to think about their learning, do better when making content, and rethink and change their ideas" (p. 9). Students said that the group podcast project helped them improve their collaboration and community-building abilities (including time management and task distribution) in addition to the cognitive benefits of learning more about the topic and being able to see things from many points of view.

Additionally, the act of producing podcasts cultivates the development of collaboration and communication abilities. Students have the option to collaborate in pairs or larger groups, which allows them to refine their skills in expressing ideas, negotiating responsibilities, and delivering information in a unified

manner. This collaborative setting dismantles obstacles to communication and fosters self-assurance when conversing in English with fellow individuals.

Self-created podcast projects enhance students' skills in language production.

One of the fundamental challenges in language development is the distinction between receptive and productive language skills. Second-language learners (L2) tend to have greater receptive skills, whereas productive language abilities take significantly longer to acquire. Unfortunately, circumstances such as limited class time and big group size are typically harmful to fostering language production abilities in class. However, in a technology-enhanced, learner-centered environment, opportunities for self-paced independent learning can be provided in order to compensate for these traditional limitations. In this context, it is crucial to keep in mind that self-paced independent or autonomous learning allows students to gain self-awareness of their individual learning styles and tactics. But in higher education, this knowledge is often taken for granted instead of taught. Podcasts can help students think more deeply by making them plan, clarify, and keep track of their thoughts and learning as they are making them (McLoughlin, Lee, & Chan, 2006).

Students also become more aware of important parts of the target language that they usually miss when they make a podcast in a planned, step-by-step way. When speaking, pupils often have trouble hearing their own pronunciation problems and prosody mistakes. Paralanguage, such as stuttering, halting, and changing the pitch, tempo, and power of the voice, makes communication real and natural. Students also need to know about the varied intonation systems in a foreign linguistic. When recording a podcast, students have to practice and rehearse the script numerous times in order to appear fluent and authentic. Students may find this boring, but practicing and repeating things is very important for pronunciation and fluency when learning a language (Sze 2006; Hsu et al. 2008). Such active use of language is crucial to growing language awareness. Huang and Hung (2010) found that the asynchronous nature of audio recordings enabled students to focus on their weaknesses and gave them time to iron out problems, which ultimately resulted in superior results. Also, learners can find language mistakes, especially in grammar and pronunciation, by listening to their own recordings. This helps them get better at what they do. Additionally, comparing their own work to the work of others can provide students a valuable perspective on their own abilities and inspire them to try new things (Armstrong, Tucker, Massad, 2009; Ashton-Hay & Brookes, 2011; Stanley 2006; SZE 2006). Sun (2009) found similar results, saying that students thought their fluency had improved because they were more willing to take risks with the target language.

Furthermore, students tailor their podcasts to accommodate a wide range of learning preferences and individual interests. Students have the freedom to select subjects that deeply interest them, such as music, current affairs, or their preferred pastimes. This inherent drive stimulates involvement and enhances the pleasure of acquiring knowledge. Through their research and discussions, their lexicon spontaneously increases as they come across novel language pertaining to their selected subject.

Self-created podcast projects enhance students' transferable skills.

Making a podcast can also help students learn skills that are useful in many jobs today. Middleton (2013) found that student-made podcasts helped students be more creative in their schoolwork. Armstrong et al. (2009) found that the team-based podcast project was "a creative outlet for students to express ideas, share perceptions, and bring experts to the classroom" (p. 88). In the same way, Lee, McLoughlin and Chan (2008) showed that making podcasts helped students understand academic ideas better, while Dale (2007) talked about how student-made podcasts might help students become more creative, think critically, and solve problems. Kemp et al. (2012) verified these findings by showing that podcasting tasks gave students chances to be creative while composing the audio script, coming up with ways to get the audience's attention, and utilizing everyday language to explain scientific ideas or processes. Other academics have talked about how making podcasts helps people become more digitally literate, which is important in today's information society. Researchers like Morris and Chikwa (2014) and Prensky (2001) have said that teachers need to change the way they educate to fit the demands of digital natives and speak the language of their pupils. Most of today's pupils were born after 1990. They are commonly called "digital natives" because they "think and process information fundamentally differently" (Prensky, 2001, p. 1). Unlike "digital immigrants," who are from the previous generation, these people grew up with digital technologies and can switch between online and offline settings. Podcasts can assist these new pupils improve their digital skills. For example, Forbes, Khoo, and Johnson (2012) found that students who made their own podcasts became more confident and learned how to use digital tools. Kemp et al. (2012) observed that students become more skilled at using modern web-based technology. They also said that the reported progress in abilities and technical aspects of audio creation was substantially lower the second time around. This isn't surprising, since it's not hard to learn how to use the technology the first time.

Student-created podcasts possess an inherent quality of flexibility. From commutes to vacations, students can work on their projects at their own pace. By having the capability to modify and improve recordings, individuals can engage in experimentation and enhance their spoken English, thereby personalizing and optimizing the learning experience.

EFL learners transition from being passive recipients of information to active language users by assuming a central role in the creation of their podcasts. They acquire vital experience in oral communication, investigation, and teamwork, all while developing the self-assurance to traverse the intricacies of spoken English in real-life situations.

III. Methodology

A mixed method was employed in this research. Pre-tests, post-tests, questionnaires, interviews, and observation diaries comprised the research instruments employed in this investigation. The participants of this investigation were 20 first-year students at Ho Chi Minh City College of Technology (HCT), which is in Ho Chi Minh City, Vietnam.

The quantitative method employed in this study was a pre-experimental design with a pre-test-post-test for a single group. Subjects in the experimental group were assessed before and after the treatment was administered in a one-group pre-test-post-test design. The study did not include a control group and was designed to compare the same individuals before and after the treatment. This investigation aimed to ascertain whether the use of self-generated recordings enhanced students' speaking abilities. The pre-test was administered when the researcher initially entered the classroom, and the post-test was administered at the conclusion of the research session, after students had utilized podcasts as a support learning medium. The pre-test and post-test scores were determined using the speaking rubric, which was adapted from Brown (2004). The objective was to determine whether there was any improvement in the speaking abilities of the students.

Speaking rubric (adapted from Brown, 2004)

Score Criteria	0 – 5 (maximum 1pt/ criteria)	5 – 7.5 (maximum 1.5 pts / criteria)	7.5 – 10 (maximum 2 pts / criteria)
Grammar	Frequent errors; meaning often obscured	Good control: errors don't hinder communication	Equivalent to educated native speaker
Vocabulary	Limited range; frequent misuse	Adequate range for most topics	Rich, precise, and appropriate vocabulary
Fluency	Speech is halting and fragmented	Generally smooth with occasional hesitation	Effortless, natural flow of speech
Pronunciation	Often unintelligible; strong interference	Mostly intelligible; occasional mispronunciations	Clear and native-like pronunciation
Comprehensibility	Difficult to understand without repetition	Understandable with minor effort	Easily understood by native speakers

Subsequently, the researcher implemented an observation document to assess the effectiveness of the podcast's implementation in the enhancement of speaking abilities. The researcher followed up with a questionnaire that comprised five inquiries that were derived from Juana & Palak (2011) to evaluate the students' readiness to utilize podcasts as a learning aid. In addition, the researcher conducted an interview to gain a deeper understanding of the students' perspectives on acquiring English through recordings.

Questionnaire (adapted from Juana & Palak, 2011)

Please circle the number that best represents your agreement with each statement.

(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	Rating (1-5)				
1. Podcasting helped me feel more confident when speaking in the target language.	1	2	3	4	5
2. Podcasting assignments motivated me to practice speaking outside of class.	1	2	3	4	5
3. Creating podcasts reduced my anxiety about speaking in front of others.	1	2	3	4	5
4. Feedback on my podcast recordings helped improve my speaking skills.	1	2	3	4	5
5. Podcasting was more effective than traditional methods for improving speaking proficiency.	1	2	3	4	5

Following the completion of data collection, SPSS was implemented to conduct a comprehensive analysis of all data. Finally, the T-test formula and descriptive statistics of frequency analysis are implemented to ascertain the statistical significance of the mean differences between the pretest and posttest, as well as the perceptions regarding the efficacy of utilizing self-generated podcasts to improve speaking abilities.

IV. Results And Discussion

The enhancement of students' speaking abilities as a result of the use of self-created podcasts as a learning tool.

The study employed pre-tests and post-tests to obtain accurate results regarding the improvement in students' speaking ability. Following the administration of the pre-test and post-test, Table 1 displays the results. Table 1 describes the minimum and maximum, the mean of the pre-test and post-test, and the standard deviation.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test grade	20	4.50	9.00	6.1000	1.09545
Post-test grade	20	5.50	9.50	7.2250	.93857
Valid N (listwise)	20				

Table 1 indicates that the post-test scores of all 20 students were higher than those of the pre-test. The pre-test had a mean of 6.10 and a standard deviation of 1.095. The minimum score was 4.50, and the maximum score was 9.00. The posttest resulted in an increase in the minimum score of 5.5 and maximum score of 9.5, with a mean of 7.22 and a standard deviation of 0.938.

The results were compared before and after the treatment, which involved an improvement of English-speaking abilities through the use of podcasts, using a paired sample t-test. The mean value varied between the pre-test and post-test periods after the implementation of podcasts (pre-test mean = 58.56 and post-test mean = 66.08). Additionally, the mean value showed an increase, indicating that podcasts enhanced the students' speaking abilities. Table 2 presents the results of the t-test.

Table 2. Paired sample T-test

N	Correlation	Sig.	t	df	Sig. (2-tailed)
20	.770	.000	-7.139	19	.000

As seen in Table 2, the correlation coefficient is 0.770, and the significance is 0.000. The pre-test and post-test variables correspond since the correlation coefficient value is 0.770. Furthermore, it is clear that the significance (2-tailed) in Table 2 above is $0.000 < 0.05$. This result suggests that hypothesis H0 was not true and hypothesis H1 is true. There is a difference in the outcomes before and after using podcasts, which means that using podcasts to help students speak better is a beneficial thing. The t-value is negative ($t = -7.139$), which

means that the average score on the pre-test is lower than the average score on the post-test. There is also a difference between the outcomes before and after utilizing podcasts, which implies that using podcasts to help students develop their speaking skills is a beneficial thing.

Teachers' perception toward the effectiveness of the podcast's implementation in increasing students' speaking abilities

To determine how effectively the podcast's implementation improves students' speaking abilities, observation diaries were employed during the teaching and learning of speaking using podcasts as supporting learning media. This observation was conducted over the course of three phases.

During the first session, the teacher provided an explanation of the tasks involved in the self-created podcast project, along with the chosen topic. An audio podcast of the task topic was utilized as an illustration. Afterward, the teacher initiated the process of preparing for the pre-test scores that the researcher had administered. The students were divided into multiple groups and began to disseminate the dialogues regarding the exchange of suggestions and offers. Different conversational dialogues were assigned to each group. Students were allotted approximately five minutes to rehearse the dialogue they were assigned. Each group recorded their audio and rehearsed the dialogue they received after five minutes. The audio compilation was transmitted to the Google Drive link provided by the researcher after all groups had completed recording their audio. The teacher concluded the meeting that day after obtaining the pre-test scores.

In the second session, the teacher initiated a more in-depth exploration of podcasts as a supplementary instrument for teaching speaking. The teacher tasked the students with developing conversational dialogues and practicing recording their podcast audio. During the second session, the instructor provided students with a variety of scenarios and requested that they formulate dialogue proposals and recommendations that were appropriate for the given circumstances. The teacher provided guidance and oversight to pupils as they engaged in dialogues during the audio recording. The teacher frequently corrected the students' incorrect pronunciation and sentence structure in the dialogue they created and recommended that they use more familiar terms. The students actively participated in the creation of dialogues. The students asked for the meanings of words they didn't understand and the pronunciations of difficult words. The researcher utilized the Google Drive link to compile the results of the student audio recordings from the second meeting.

At the third session, the teacher reviewed the fundamental material that had been covered, including the expressions used to request and provide suggestions, as well as the expressions used for the selected topic. Students were administered a post-test at the third session to assess their speaking proficiency once more. The researcher prepared a conversation dialogue regarding the exchange of suggestions and the provision of advice for the post-test material. Students were assigned to four-person groups and asked to engage in a conversation regarding the exchange of suggestions. The topics assigned to each group were distinct from those of the preceding pretest. Students were allocated approximately five minutes to practice reading the dialogue text that had been disseminated. Each group recorded their audio and read the dialogue text after five minutes. The audio recording of their post-test was subsequently uploaded to the Google Drive connection that the researcher had provided.

The observation sheets from three sessions showed that the students made a lot of progress. Their scores went up, they were more motivated, and they did better after using self-produced podcasts for their speaking lessons.

Students' perception toward the effectiveness of the podcast's implementation for speaking lessons

The questionnaires and interviews were designed to gather student responses regarding their experiences using podcasts as a supplementary learning tool. After taking post-test scores, the students were asked to finish a questionnaire with five questions about their opinion after using a podcast as a learning tool. The students can choose one of the five scale options based on their experience and perspective. The result has been summarized as follows:

Table 3. Mean and Percentage distribution of the questionnaire

Statement	N	Mean	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Podcasting helped me feel more confident when speaking in the target language.	20	3.70	-	1 (5%)	6 (30%)	11 (55%)	2 (10%)
Podcasting assignments motivated me to practice speaking outside of class.	20	3.80	-	-	5 (25%)	14 (70 %)	1 (5%)
Creating podcasts reduced my anxiety about speaking in front of others.	20	4.20	-	-	2 (10%)	12 (60 %)	6 (30%)
Feedback on my podcast recordings helped improve my speaking skills.	20	4.40	-	-	1 (5%)	10 (50%)	9 (45 %)
Podcasting was more effective than traditional methods for improving speaking proficiency.	20	4.35	-	-	1 (5%)	11 (55%)	8 (40%)
Valid N (listwise)	20			1 (1%)	15 (15%)	58 (58%)	26 (26%)

The data in Table 3 indicates that the majority of students experienced positive outcomes as a result of incorporating self-created recordings into their speaking lessons. The following is a more detailed explanation. Sixty-five percent of the students reported that podcasting increased their confidence in speaking the target language, with a mean value of 3.7 (which is nearly identical to the value agreement of 4). Subsequently, 75% of students concurred that podcasting assignments encouraged them to engage in speaking practice outside of class, with a mean value of 3.8 (which is nearly equal to 4, the level of agreement). Of the 95% of students who reported that feedback on their podcast recordings had a positive impact on their speaking abilities, 45% expressed a strong level of agreement. The mean value of this survey was 4.4. The statement that podcasting was more effective than traditional methods for increasing speaking proficiency received a mean value of 4.35, with 55% agreeing and 40% strongly agreeing. In general, 58% of the students demonstrated that the implementation of podcasts in their speaking lessons resulted in numerous positive outcomes. Additionally, 26% of the students expressed a strong interest in the integration of podcasts into their speaking lessons and strongly agreed that their speaking skills were significantly enhanced by completing the speaking tasks through self-created podcasts.

The results of the interview with two students who served as the class representatives also strengthened and detailed the data from the questionnaire. Both students were in agreement that they had made progress in their pronunciation.

Student A: "Yes, I feel my pronunciation is better after using podcasts because I can repeat words with difficult pronunciations over and over again until I pronounce them correctly."

Student B: "I think my pronunciation is a bit better after using podcasts."

Student A reported a significant improvement in their pronunciation, as indicated by the interview results, whereas student B observed only a minor improvement. Additionally, students A and B concurred that their vocabulary and grammar had been enhanced as a result of the podcast. Nevertheless, only student A demonstrated a substantial improvement in grammar, as demonstrated by their statements below.

Student A: "I think my grammar and vocabulary have improved significantly. I found some new words and corrected my grammar structure."

Student B: "I just felt that there might be a slight increase in my grammar and vocabulary."

The interview above indicates that student B experienced a minor improvement, while student A experienced a significant improvement in vocabulary and grammar as a result of using the podcast. The interview also aims to investigate students' perspectives on the use of a podcast in speech instruction, in addition to investigating their responses to perceived improvements. The researcher inquired about the opinions of both students with respect to the utilization of audio in their English language learning activities during the interview. It didn't matter whether they found it enjoyable or not. The students both expressed that the method

of learning English through podcasts was more entertaining than the traditional approach. The statements of Students A and B below were enough to establish this.

Student A: *"I think learning using podcast media is more fun than regular learning because, with podcasts, I can listen to my voice recordings many times and correct them so that word or pronunciation errors can be reduced."*

Student B: *"I think learning using podcasts is quite fun compared to regular learning because it can be done anywhere."*

The researcher then transitions to inquiring about the benefits of podcasts that students encountered during their educational journey. The primary advantage of recordings during the learning process is the time flexibility, as both students have stated. Student B also underscored the advantages of podcasts for timid individuals, as they stated below.

Student A: *"I like podcasts because they are flexible. I can record my voice at home and practice as much as possible, so it's not just practiced at school."*

Student B: *"I love podcasts because they can be done anywhere. Podcasts let me record without being seen, which is good since I'm shy."*

In conclusion, the results of the questionnaire and interview indicate that students responded favorably to the utilization of podcasts as a supplementary educational medium. Students perceive podcasts as more enjoyable, more effective in enhancing their speaking abilities (intermediate and high improvement), more flexible in terms of time, and more effective in overcoming internal factors that impede their speaking development. Nevertheless, it is consistent with the assertion made by Juana & Palak (2011) that the application of audio recordings could enhance students' speaking abilities, as judged by their perspectives. As per the interview, both students believed that podcasts served as supplementary learning media and were more enjoyable than teaching without any supporting materials. Additionally, both students reported that their communicating abilities improved as a result of employing podcasts. They perceived that their pronunciation improved as a result of utilizing recordings. This enhancement is due to the fact that they can attempt to enunciate the word multiple times. In addition to pronunciation, both students reported that their vocabularies had expanded as a result of the acquisition of a new word and the ability to rectify their grammar structure. Time flexibility is the primary benefit of recordings, as per the students. They are not restricted by the hours of class and can transport the audio to any location. Podcasts are an ideal choice for timid children, as they do not have to worry about being observed by others while recording the audio. Quinn (2016) identifies shyness as one of the five psychological factors impeding students' progress in their speaking abilities.

V. Conclusion

The students' speaking abilities were enhanced by podcasts, as evidenced by the results and the preceding discussion. The English-speaking abilities of all 20 students who participated in this study were enhanced as a result of the use of self-created podcasts as a learning aid. The result of the survey indicates that the majority of students experienced positive outcomes as a result of incorporating self-created recordings into their speaking lessons. The interview revealed that students found podcasts to be an entertaining method of improving their English-speaking abilities. It could not only enhance their pronunciation, vocabulary, and grammar but also allow them to implement self-created podcasts for speaking duties, thereby allowing them to manage their time more effectively. Although the results suggested that the students' speaking skills had improved as a result of the use of podcasts, as evidenced by the increase in post-test scores compared to the pre-test, the sample study of 20 students was unable to accurately represent all of the students at Ho Chi Minh City College of Technology or the EFL student population in general. Consequently, it is vital that additional research with a larger sample size should be conducted. It is also feasible to implement alternative methodologies, such as conducting a comparison between the experimental and control classes. Furthermore, research concerning podcasts can be utilized to enhance speaking abilities and other English language skills, including reading, writing, and listening.

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