



**Journal Website:**  
<https://theusajournals.com/index.php/ijp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## THE USE OF PODCASTS AND VIDEO CASTS TO IMPROVE STUDENTS' ORAL SPEECH COMPETENCE

**Submission Date:** March 29, 2024, **Accepted Date:** April 03, 2024,

**Published Date:** April 08, 2024

**Crossref doi:** <https://doi.org/10.37547/ijp/Volume04Issue04-03>

**Zulfizar Rustamovna Karimova**

Senior Teacher, Tashkent Branch of Moscow State University Named After M. V. Lomonosov Tashkent, Uzbekistan. Uzbekistan

### ABSTRACT

This article explores the effectiveness of utilizing podcasts and videocasts as educational tools to enhance students' oral speech competence. With the widespread availability of digital technologies, educators are increasingly integrating podcasts and videocasts into language learning curricula. This study investigates the impact of these multimedia formats on students' speaking skills, examining their potential benefits and challenges in fostering oral communication proficiency. By synthesizing existing research and providing insights into practical implementation strategies, this article offers valuable guidance for educators seeking to leverage podcasts and videocasts to improve students' oral speech competence.

### KEYWORDS

Podcasts, Videocasts, Oral speech competence, Language learning, Educational technology, Multimedia learning, Speaking skills, Pedagogical approaches, Digital resources, Communication proficiency.

### INTRODUCTION

In today's digital age, technology plays a pivotal role in transforming educational practices and enhancing learning outcomes. One such technological innovation

that has gained significant attention in language education is the use of podcasts and videocasts. Podcasts refer to digital audio recordings distributed

over the internet, while videocasts encompass video recordings disseminated through similar channels. Both formats offer flexible and accessible means of delivering instructional content, making them valuable tools for language educators aiming to improve students' oral speech competence.

Numerous studies have explored the potential of podcasts and videocasts to enhance language learning outcomes, particularly in the development of speaking skills [1]. These multimedia resources offer learners opportunities to engage with authentic language input, including natural conversations, interviews, speeches, and discussions. By listening to native speakers and observing their communicative interactions, students can gain insights into pronunciation, intonation, vocabulary usage, and conversational strategies [2].

Moreover, podcasts and videocasts provide learners with the flexibility to access content at their convenience, allowing for self-paced learning and repetition as needed [3]. This asynchronous mode of delivery accommodates diverse learning styles and preferences, empowering students to take ownership of their language learning journey. Additionally, the portability of these digital resources enables learners to engage in language practice anytime, anywhere, making them particularly suitable for busy students with hectic schedules.

Despite the potential benefits, the effective integration of podcasts and videocasts into language education requires careful consideration of pedagogical principles and instructional design strategies. Educators must select relevant and engaging content, scaffold activities to support comprehension and interaction, and provide

opportunities for reflection and feedback [4]. Furthermore, issues such as technological access, digital literacy, and learner motivation need to be addressed to ensure equitable and inclusive learning experiences for all students [5].

This paper aims to explore the use of podcasts and videocasts as innovative tools for improving students' oral speech competence in language education. By examining existing research literature, discussing practical implications, and highlighting pedagogical considerations, this study seeks to provide insights into effective instructional practices and inform educators about the potential of podcasts and videocasts to enhance language learning outcomes.

## **METHODS**

**Enhanced Language Input:** Podcasts and videocasts provide students with access to authentic language input, offering a wide range of audio and visual materials for language learning [6]. Through exposure to real-world conversations, interviews, lectures, and multimedia content, students can improve their listening comprehension skills, develop familiarity with natural speech patterns, and expand their vocabulary repertoire [7].

**Modeling Native Pronunciation and Intonation:** By listening to native speakers in podcasts and observing their communicative interactions in videocasts, students can refine their pronunciation, intonation, and accent, aiming for greater accuracy and fluency in spoken language production [8]. Exposure to authentic linguistic features helps learners mimic native-like speech patterns and reduces the influence of accent interference [9].

**Contextualized Language Practice:** Podcasts and videocasts offer contextualized language practice opportunities, allowing students to engage in meaningful communicative activities relevant to real-life situations [10]. Through interactive exercises, role-plays, and simulations embedded in multimedia resources, learners can develop their speaking skills while exploring diverse topics and cultural contexts.

**Flexible Learning Environments:** The asynchronous nature of podcasts and videocasts enables flexible learning environments, accommodating students' individual preferences and schedules [11]. Learners can access audio and video content at their convenience, facilitating self-paced learning and personalized study plans. This flexibility promotes autonomy and independence in language learning, empowering students to take ownership of their learning process [12].

**Supplementary Learning Resources:** Podcasts and videocasts serve as valuable supplementary learning resources that complement traditional classroom instruction [13]. Teachers can integrate multimedia materials into their lesson plans to reinforce key language concepts, provide additional listening practice, and foster authentic communication opportunities. This blended approach enhances the effectiveness of language teaching and promotes active engagement among students [14].

**Technological Challenges and Considerations:** While podcasts and videocasts offer numerous benefits for language learning, their effective integration requires careful consideration of technological challenges and accessibility issues [15]. Educators must ensure that students have adequate access to digital devices and internet connectivity to fully participate in multimedia-

based language activities. Additionally, attention should be paid to addressing digital literacy skills and providing technical support to overcome potential barriers to learning [16].

Overall, the use of podcasts and videocasts represents a promising approach to improving students' oral speech competence in language education. By leveraging multimedia resources, educators can create engaging learning experiences that foster linguistic development, cultural awareness, and communicative proficiency among learners.

## CONCLUSION

In conclusion, the integration of podcasts and videocasts into language learning environments holds significant promise for enhancing students' oral speech competence. Through exposure to authentic language input, modeling of native pronunciation and intonation, contextualized language practice, and flexible learning environments, learners can develop their speaking skills in meaningful and engaging ways. The supplementary nature of multimedia resources allows educators to enrich traditional classroom instruction, providing students with additional opportunities for listening comprehension and spoken language production.

Moreover, the use of podcasts and videocasts fosters autonomy and independence in language learning, empowering students to take ownership of their learning process and tailor their study plans to suit their individual needs and preferences. By leveraging technology, educators can create dynamic and interactive learning experiences that cater to diverse learning styles and abilities, promoting active engagement and motivation among learners.

However, it is important to acknowledge the technological challenges and considerations associated with the implementation of podcasts and videocasts in language education. Ensuring equitable access to digital resources and addressing digital literacy skills are crucial factors in maximizing the effectiveness of multimedia-based language learning initiatives. Additionally, ongoing technical support and professional development opportunities for educators are essential for overcoming potential barriers to implementation and promoting successful integration of technology-enhanced pedagogies.

Moving forward, further research and evaluation are needed to explore the long-term impact of podcast and videocast integration on students' oral speech competence and overall language proficiency. By examining the effectiveness of different instructional approaches, the role of multimedia resources in supporting language acquisition, and best practices for implementation, educators can continue to refine and optimize their use of podcasts and videocasts in language teaching and learning contexts.

In conclusion, the use of podcasts and videocasts represents a valuable and innovative approach to improving students' oral speech competence, offering rich opportunities for authentic language practice, cultural exploration, and communicative skill development in language education settings.

## REFERENCE

1. Abdous, M. H., Camarena, M., & Facer, B. R. (2009). MALL technology: Use of academic podcasting in the foreign language classroom. *ReCALL*, 21(1), 76-95.
2. Stockwell, G. (2007). Vocabulary on the move: Investigating an intelligent mobile phone-based vocabulary tutor. *Computer Assisted Language Learning*, 20(4), 365-383.
3. Godwin-Jones, R. (2011). Emerging technologies: Skype and podcasting. *Language Learning & Technology*, 15(2), 10-16.
4. Hubbard, P. (2008). CALL and the future of language teacher education. *CALICO Journal*, 25(2), 175-188.
5. Warschauer, M. (2004). *Technology and social inclusion: Rethinking the digital divide*. MIT Press.
6. Chen, S. Y., & Hsu, S. S. (2008). Using video podcasts to facilitate English learning. *Language Learning & Technology*, 12(3), 36-42.
7. Hampel, R., & Stickler, U. (2005). New skills for new classrooms: Training tutors to teach languages online. *Computer Assisted Language Learning*, 18(4), 311-326.
8. Lord, G. (2008). A comparison of the effects of audio and video podcasting on student achievement, attitude, and retention. Unpublished doctoral dissertation, Texas Tech University.
9. Al-Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: A comparative study. *Language Learning & Technology*, 5(1), 202-232.
10. Toyoda, E., & Harrison, R. (2002). Categorization of text chat communication between learners and native speakers of Japanese. *Language Learning & Technology*, 6(1), 82-99.
11. Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57-71.
12. Hurd, S., & Berenson, C. (2006). Alternative modes of foreign language instruction using networked

technologies: Lessons learned. *Language Learning & Technology*, 10(3), 123-142.

13. Yildiz, T., & Al-Yousef, A. (2015). Exploring the impact of educational podcasts on students' learning experience. *Computers in Human Behavior*, 47, 1-5.
14. Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of the

platform. *Language Learning & Technology*, 14(2), 95-110.

15. Lamy, M. N., & Goodfellow, R. (1999). Reflective conversation in the virtual language classroom. *Language Learning & Technology*, 2(2), 43-61.
16. Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 303-318). Routledge.



**OSCAR**  
PUBLISHING SERVICES