



The Impact of Using Podcasting and Video Casting on Developing 9th Graders' Communication Skills in English Language

Wissam Abu Shunnar¹, Bashar Abu Shunnar²

¹Ministry of Education, Jordan

²Abu Dhabi Polytechnic

Email: wissam.shunnar@yahoo.com, besho4@gmail.com

Abstract: *The study aimed to investigate the impact of using Podcasting and Videocasting on developing communication skills for 9th-graders in King Abdullah II Schools for Excellence. The study used the quasi-experimental approach by dividing the study sample into three groups, which include the group of Podcasting (25) students, the group of Videocasting (28) students, and the control group (21) students. An oral test scale for students' communication abilities was developed, and its validity and reliability were validated by administering it to a pilot sample of (25) students who were not part of the main sample group. According to the findings, the use of Podcasting and Videocasting leads to statistically significant differences in the level of Ninth-grade students' acquisition of communication skills in the English language when compared to their peers in the control group, who were taught in the conventional method. Furthermore, the findings revealed that videocasting had a more significant positive influence on enhancing students' communication abilities than podcasting. Finally, several recommendations were made, including the need to activate the use of Podcasting and Videocasting in teaching communication skills, as well as the need to re-evaluate current English language curricula to include classroom activities that are in line with the requirements of using Podcasting and Videocasting in teaching the English language.*

Keywords: *English language; podcasting; communication skills; videocasting*

I. Introduction

English is one of the most widely studied languages in the world, with most countries beginning to teach it as a second language in primary school. Because of these variables, children must speak and understand English in order to thrive in science and education. As a result, English has become the most widely used worldwide language as a means of communication. Thus, regardless of cultural differences or linguistic characteristics, over one billion people around the world have spoken and spoken in English as a second language. Furthermore, because English is widely spoken throughout the world, students must improve their communication skills in order to thrive in their fields (Rao, 2019).

The four skills of reading, listening, communication, and writing must be successfully integrated and mastered for English teaching to be successful. As a result, these abilities should be addressed effectively to aid students in satisfying requirements and gradually strengthening their communicative competence (Jing, 2006). As a result, including English language abilities into a lesson is a natural "skill-mixing" that allows teachers to provide maximum learning chances for all students in classes (Harmer, 2001).

Minshar (2020) noted in this context that students' incapacity to speak English, as well as their restricted comprehension and interpretation of written materials, are both obvious indicators of their poor English language skills.

Communication skills have substantial usefulness values in all industries, according to the demands of our lives. Human interactions and daily living are becoming increasingly dependent on communication. Although communication entails expressing and listening entails comprehension, the two must be understood as complementary behaviors that cannot be separated. Listening and communication are the two components of oral language, and the presence of listening skills demands communication; yet, listening comes first in terms of language (Jack & Richards, 2008).

As a result of the issue of teaching English as a foreign language (EFL), which necessitates a strong and effective teacher (akmak & Gündüz, 2018; Wichadee, 2010), English language teaching (ELT) has always been a matter of international concern for educational policymakers worldwide.

As a result, in order to effectively teach English, teachers must be well-versed in a variety of teaching strategies and abilities. In addition, researchers have concentrated on EFL instruction in the Middle East, particularly in Jordan (Abdo & Breen, 2010; Elttayef & Hussein, 2017; Khasawneh, 2021).

As a result, teachers must employ a teaching style that allows students to swiftly understand the subject while also making the teaching-learning sessions engaging. Language teachers and researchers have been observing and developing ways and strategies that lead to a successful learning process when studying English as a second language for the last few years. To ensure a smooth and effective learning process, language teachers must develop a variety of teaching approaches based on their personal teaching experience and expertise. Various language-teaching approaches assist pupils in better comprehending and actively participating in the learning process. To make an ESL classroom meaningful, more than one strategy may be used.

As a result, second language teachers must use effective tactics and new approaches to help students develop the abilities necessary to increase their language comprehension and communicate smoothly with others.

Technology has always played an important role in the teaching and learning process, particularly in terms of teaching methods and strategies. It is an important component of instructors' jobs that they can use to help kids learn. When considering technology in teaching and learning, the phrase "integration" is used. With technology pervasive in our lives, it is critical to evaluate adding technology into the curriculum in favor of attempting to embed technology into education to aid the learning process. As a result, technology becomes an integral component of the learning experience as well as a substantial challenge for teachers, beginning with the preparation of learning experiences and continuing throughout the teaching and learning process (Eady & Lockyer, 2013).

Integration of technology improves both teachers' teaching and students' learning outcomes. The use of technology supports teachers in meeting their pupils' educational needs. Using technology, according to (Bransford et al., 2000), allows teachers and students to construct local and global communities that connect them with people and boost their

learning chances. The positive impact of technology is not inevitable; it is dependent on how teachers use it in language education. When technology is employed in the classroom, it creates an active atmosphere full of engaging activities in which students are accountable for their own learning. Teachers should seek for methods to use technology as a helpful learning tool for their pupils, even if they haven't studied or aren't computer experts.

Moreover, Web 0.2 relied on many modern technologies that were not used in Web 0.1, such as RSS, ASP, AJAX, and other technologies that contributed by increasing interaction on these sites, among the most prominent applications that appeared in Web 0.2": social networks such as Facebook, Twitter, YouTube, blogs, wiki, audio blogging, Podcasting, and video casting (Atherton, 2018).

Podcasting emerged in late 2004 as a component of the second generation of "web 2.0," however the capacity to post and share audio and video files existed prior to that. Podcasting and videocasting are popular in Western countries, with a large number of followers and followers, either because they divert attention away from the tv or because there is increasingly meaningful and free online content produced by professionals or enthusiasts (Danver, 2016).

Podcasting and portable media devices have gained in recent years in popularity. Some researchers rapidly found the potential uses and benefits of podcasting for language acquisition. Podcasting can help promote several learning theories' ideas, such as the use of original material, informal and continuous learning, the use of learning objects to give learning resources, and just teaching (Danver, 2016).

Podcasting and video casting are also appropriate for m - learning, which happens when the learner is not in a specific, predetermined place or when the student takes advantage of the learning opportunities afforded by portable devices (Kukulska-Hulme & Traxler, 2005).

Researchers and practitioners have begun to see podcasting and video casting as technology methods that can be effectively implemented into language teaching and learning in recent years. The major advantage of podcasting is that it can deliver an infinite number of real target-language input on a variety of topics (Chinnery, 2006). It can also be utilized on mobile devices such as MP3 players to promote on-demand and on-the-go learning (McQuillan, 2006; Stanley, 2006).

To conclude, podcasting and video casting are the most recent technological innovations to strengthen language teaching and learning and redefine how and when students learn languages. It is critical to use this technology to assist teachers in the educational process and to deal with some of the issues that students face while learning. The result or learning outcome will be influenced by selecting relevant material from the internet based on the content and the student's character.

Furthermore, it might be argued that podcastings and vodcasts should be used in language teaching and learning since they bring students closer to the target language and have the potential to change the English language learning process. As a result, the purpose of this article is to investigate the impact of Podcasting and Videocasting on students' communication English language skills.

1.1 Problem Statement

The researchers discovered that most students struggle with communication skills after many years of experience in English Language Teaching (ELT) and supervising English language teachers, as well as experience supervising graduate students in the specialized knowledge of the English language curriculum and instruction. When speaking, the kids had difficulty using words and expressions; they did not know how to blend language to generate meaningful statements. Furthermore, it was shown that the children weren't able to understand and comprehend spoken language.

More specifically, some Jordanian teachers continue to use conventional techniques of teaching communication skills. They prioritized memorization over comprehension and interaction with pupils, which resulted in kids focused on exam scores rather than learning something new. Several research, like Yasin (2018), found that teachers' reliance on traditional tactics did not result in improved communication abilities. As a result, many Jordanian students graduate from public and private institutions with little or no ability to understand English spoken by native speakers.

Previous research, such as Ibnian (2019), reports that most Jordanian students lack communication in English in the classroom and investigates the primary causes for this, such as stress, fear of making mistakes, absence of motivation, encouragement, peer criticism, and intensive usage of Arabic in class. Other studies confirmed the lack of variety in the use of innovative teaching approaches for teaching English. Some Jordanian students struggle to learn English, in part because teachers do not apply efficient EFL teaching strategies (Abdo & Breen, 2010; Al Hosni, 2014).

The researchers attribute the causes for students' communication skills challenges to the fact that certain Jordanian teachers continue to employ old methods for teaching communication skills while ignoring the usage of modern technology. As a result, and because we live in a technological era, there are numerous media sources available to overcome those problems in English and improve students' communication skills, such as the Web, Podcasting, videocasting, video conferencing, video, and speaker recognition software, which are the greatest tools for teaching communication skills.

As a result, conducting this investigation with the main question:

What is the Impact of Podcasting and Videocasting on the Development of English Language Communication Skills in 9th Graders?

1.2 Study Questions

The purpose of this study is to address the following key question: what effect does employ podcasting and video casting have on developing 9th graders' communication abilities in English? As a result, the following supplementary questions are addressed:

1. Is there any effect of podcasting on developing 9th graders' communication skills?
2. Is there any effect of video casting on developing 9th graders' communication skills?

1.3 Aim and Objectives

The purpose of this research is to investigate the impacts of podcasting and videocasting on the development of 9th -grade students' English communication skills. As a result, the following goals are proposed:

1. Investigating the impact of podcasting on the communication skills of 9th graders.
2. Investigating the impact of video casting on the development of communication skills in 9th graders.

1.4 The Significance of the Study

On a practical, theoretical, and pedagogical level, this study is relevant and benefits English learners, teachers, and curriculum designers. The following are general summaries of the study contributions:

a. Practically

1. This research will help students understand the importance of communication skills in order to get more knowledge. Podcasting and videocasting can also increase students' motivation to engage in communication classes. They also get more interested in attending the lessons. This study provides findings that may encourage teachers and students to employ and explore Podcasting and video casting as communication resources.
2. It is expected to strengthen planners' and decision-makers efforts to guide and instruct instructors on how to employ effective teaching/learning strategies, such as podcasting and video casting, in teaching English language skills.

b. Theoretically

1. The study's findings can be used as a reference for communication abilities.
2. This is an uncommon endeavor to compare podcasting with video casting in Jordanian schools to improve communication skills when learning English.
3. The study findings can be used to launch additional research into the setting of this research study. As a result, it is anticipated that this research will add to academic knowledge and experience in developing communication skills through podcasting and video casting.

c. Pedagogically

1. This research helps teachers by offering fresh information and altering their teaching methods through the use of modern techniques.
2. This study projected that students would learn well through podcasting and videocasting, primarily communication skills.
3. To the best of the researchers' knowledge, the current study is one of the first in Jordan to investigate the influence of employing Podcasting and videocasting methods on improving English language communication skills.

d. Operational Definition of Terms

For the purposes of this study, several terms were employed, that could be defined as follows:

1. Podcasting

It is a series of on-demand digital audio recordings that are disseminated over the internet via certain programs that may be downloaded and listened to at any time and from any location using mobile smart devices such as smartphones, tablets, and personal computers (Rosell-Aguilar, 2007).

For the purposes of this study, podcasting refers to a series of audio recordings created by the researchers to assist students in developing communication skills. It features the communication lessons and exercises from Action Pack 9, which offers several opportunities to listen to native English speakers in easy, authentic circumstances provided via a podcasting platform (Spotify).

2. Videocasting

It is a podcast with a video component, animation, or even a series of images that will be distributed over the internet via specific applications that can be downloaded and viewed at any time and from any location using portable electronic devices such as smartphones, tablets, and personal computers (Herreid & Schiller, 2013; Hill & Nelson, 2011).

For the purposes of this study, vodcast refers to a series of video files created by the researchers to assist students in developing communication skills. It features Action Pack 9 communication courses and activities that students can view as learning episodes that provide plenty of opportunity to watch native English speakers in easy, authentic scenarios delivered across a video streaming network (Vimeo).

3. Communication Skills

A productive skill requires the speaker to share thoughts and ideas with others and communicate with them orally. Communication is an interactive process of meaning development that comprises the creation, reception, and processing of information. Its form and meaning are determined by the situation, the participants, and the communication goals (Burns & Joyce, 1997). Communication skills are defined in this study as the ability of students to express themselves orally, participate in simple discussions and conversations, and present information in various simple, meaningful contexts thoroughly and convincingly based on criteria such as fluency and grammatical accuracy while maintaining high self-confidence.

II. Review of Literature

Several studies that discussed the effects of using Podcasting and videocasting on developing communication skills were reviewed, among which are the following:

Mellisa et al. (2019) conducted a study to improve students' pronunciation in Communication by using Podcasting as media in the tenth class of MIA (matematika Ilmu Alam) 1 of SMA Negeri 01 Sandai in the academic year 2019/2020. The data was collected through an observation checklist, field notes, and a communication assessment. The research subject was thirty-five students of the tenth class of MIA (Matematika Ilmu Alam) 1. The findings showed that the students' pronunciation improved through drilling and role-played activities during the teaching and learning. The students were active following the activity in the classroom. Using Podcasting as media teaching has caused students to engage with the lesson and behavioral changes in learning, leading to improved pronunciation. It is seen from the result of the communication assessment on cycle 2. Based on the improvement, it is concluded that podcasting improves students' pronunciation of consonant /f/ and /v/. Moreover, the teacher encouraged the students to work individually in their houses and introduced how to use technology using Podcasting, which made the students not feel bored while learning English. The result of the research suggested that Podcasting should be applied to teach pronunciation or other skills in English lessons, and the teachers should know how to apply Podcasting and make fun material related to the classes.

GP (2020) examined the effect of using Podcasting to enhance Students' Communication Skills in the X Grade. The population of the study was the tenth grade of SMA N 1 Comal in the academic year 2019/2020. There were (72) students in the total population, divided into two classes with 36 students for each class. Pre-test and post-test were applied in this study. The experimental class gave the podcasting, while the control class used the textbook. The research instrument used was a test. Results showed a significantly different effect on the students' communication skills between those taught by Podcasting and

those not taught by Podcasting. Hence, the students taught by Podcasting have better communication skills than those not taught by using Podcasting. Therefore, active participation from the teacher and students was needed to maximize the use of Podcasting in learning activities to enhance the student's communication skills. It can be concluded that using Podcasting to strengthen students' communication skills can probably be one of the solutions to solve the students' difficulty in communication. The study recommended that English language teachers be expected to be creative to make the learning process more exciting and comfortable for the students.

Sodikin (2020) investigated the implementation of podcasting videos in practicing pronunciation skills of stressed words to know the students' word stress performance using English podcasting videos and find out the students' response toward using English podcasting videos in practicing pronunciation skills of stressed words. This study used qualitative with a case study. It involved the fourth semester English Education department of UIN Sunan Gunung Djati Bandung, which consists of nine students selected with the purposeful sampling technique. The study was conducted in the academic year of 2020 in the E-learning class using the application of Zoom Meeting. Collecting data was obtained through observation, tests, and questionnaires. The result of this study stated that the indicators successfully implemented an English podcasting video to practice the pronunciation skills of stressed words. Moreover, the result from the test showed that all the students had a good performance in pronouncing English words that contained 40 words with the correct stress through the English Podcasting video. Finally, the students' responses to the use of English podcasting videos were giving positive responses. The students said that it increases their pronunciation skills of stressed words because the content of visualization helped them to imitate what the native speaker said with the correct stress. The study concluded that using an English Podcasting video to practice the pronunciation skills of stressed words in an E-learning class positively influences students' pronunciation skills of stress word in an e-learning class.

Prasetya & Nuraeni (2021) conducted research to promote students' communication ability by using Podcasting in teaching and learning. The research subject was taken in one of the senior high schools in Bogor in 11th grade, and the participant was six students consisting of three females and three males. The method used in this study was Classroom Action Research (CAR), conducted in two cycles. The phases are planning, acting, observing, and reflecting in the process of teaching and learning. For collecting the data, the researchers used the quantitative data obtained from the documents, observations, and interviews to investigate the students' communication abilities, such as promoting their grammar, pronunciation, vocabulary, and self-confidence. It can be concluded that the students' communication ability could be facilitated by using Podcasting in English teaching and learning. The students were so motivated and interested in learning through Podcasting. Therefore, Podcasting is one of the media that can be an alternative for the teacher in teaching communication and promoting students' communication ability.

Wachid (2021) conducted a study to solve two research problems: (1) How is the effectiveness of teaching Communication Skills using an Online Podcasting Video at Islamic Junior School 3 Malang? (2) Do online podcasting videos attract students' interest during the communication learning process at Islamic Junior School 3 Malang? In this study, the researchers used the Quasi-Experimental method. The participants were from 8 Grade at Islamic Junior High School 3 Malang. The data were collected by using an oral test. The participants are divided into 2 Groups (Experimental and Control Groups). The result indicated that using Online Podcasting Videos had a more effective impact than the

conventional method. The Podcasting improved students' pronunciation and fluency. It was supported by seeing that the mean score of the Experimental Class differs significantly from Control Class. The mean score was 7.33 for the Experimental Group and 5.92 for the Control Group ($7.33 > 5.92$). Online podcasting Video also provides tons of English dialog that can be listened to and streamed by the students easily; it gives an excellent example for them to learn. Students also feel comfortable with the podcasting atmosphere and can play an active role in the podcasting process so that students' interest increases and keeps them focused during learning.

Saber et al. (2022) investigated the effectiveness of Podcasting in developing the EFL communication skills of secondary school students at Al- Rwad School. Forty-four students were randomly selected and divided into the experimental group ($N = 22$) and the control group ($N = 22$). To achieve the study's objectives, the researchers prepared one tool represented in the skills performance-monitoring card. The data analysis results indicated statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental group in the pre-and post-measurement of English communication skills at the secondary stage. There were also statistically significant differences at the significance level ($\alpha \leq 0.05$) between the experimental and control groups in the English-communication skills of secondary school students. In Al-Rwad school. Accordingly, it can be said that the educational podcasting effectively develops the English-communication skills of secondary school students at Al- Rwad School. The researchers recommend using Podcasting to develop EFL communication skills in light of these positive results.

Comments on the Literature Review

To the best of the researchers' knowledge, this is the first study in Jordan to address the use of Podcasting and video casting in the English language, precisely communication skills. This study also promises to make an essential contribution to the teaching of English and the learning process in general, and specifically for students in the basic 9th grade, which is a part of the basic stage that the Jordanian Ministry of Education places a high value on due to the importance of this stage in developing students' skills and gaining new experiences. As a result, the researchers anticipate that this study will supplement prior work in this sector.

III. Research Methods

This study followed a quasi-experimental research design including the independent and dependent variables, whereby the independent variables refer to the learning strategies. Table (1) shows the study design regarding groups participating in the experiment.

Table 1. The Study Design and Groups

Group	N	Pre-Test	Teaching Strategy	Post-Test
Experimental Group A (Podcasting)	25		Podcasting	
Experimental Group B (Videocasting)	28		Vodcast	
Control Group (Conventional)	21		Conventional Method.	

3.1 Population and Samples

The population of the current study comprises all 9th graders of King Abdullah II Schools for Excellence, with a total of (906) students during the second semester of the academic year 2021- 2022. The study sample comprises (74) 9th graders studying at King Abdullah II School for Excellence/Madaba during the academic year 2021/2022, where this

sample was selected purposefully. The first group was taught through Podcasting with (25) students, the second group was led through Videocasting with (28) students, and the control group of (21) students was taught according to the conventional method.

3.2 Instruments

For the study, several tools and procedures were employed. Considering the General Guidelines and Specific Outcomes of English curriculum for the Basic and Secondary Stages (2013), the researchers constructed a pre-and post-test for communication skills. The test is divided into four sections that cover communication skills in the 9th -Grade textbook (Action Pack). In addition, the communication skills observation card was developed based on the instructional material of the 9th grade English textbook and Harris's (1977) five-point analytical rubric to measure the levels of improvement of the five communication skills components using the Rating Score of the Oral Test. The communication rubric utilized in this study included five criteria regarded as the five components of communication skills. Each criterion is rated on a five-point scale, with 1= poor, 2= fair, 3= good, 4= very good, to 5= excellent.

3.3 Validity of Communication Test

Study instruments with their pilot version were validated by a panel of referees who are experts in the field of curriculum and teaching strategies in higher education. The instruments were sent, and the referees replied with minor modifications to adopt the final version of the study instruments test for communication skills performance.

3.4 Reliability of Communication Test

In this study, the reliability was verified through the test, and retest were carried out within a time of two weeks in between, and the pilot sample was excluded from the field study later. Table (2) shows the results of strategies applied to the pilot sample based on Person Correlation coefficients (between test and retest results) of the same sample but with an interval of two weeks after the date of holding the test.

Table 2. Reliability for Communication Oral Test

Communication Skills	Item Statistics				Pearson Correlation
	Test-Retest	Mean	Std. Deviation	N	
Pronunciation	Test	2.8800	1.42361	25	0.966
	Retest	2.8400	1.24766	25	
Grammar	Test	2.4400	1.47422	25	0.924
	Retest	2.4400	1.26095	25	
Vocabulary	Test	2.8000	1.22474	25	0.943
	Retest	2.7200	1.42945	25	
Fluency	Test	2.9600	1.45717	25	0.962
	Retest	2.9600	1.45717	25	
Comprehension	Test	2.5600	1.32539	25	0.946
	Retest	2.9600	1.45717	25	

Table (2) shows that all Person correlation coefficients are high and indicate each communication skill's reliability. The Person correlation coefficients ranged between (0.923-0.965); therefore, the designed oral test for measuring the five communication skills is reliable and valid for the field study.

IV. Results and Discussions

4.1 Results

To answer the research questions, the researchers started with a descriptive analysis to determine the means and standard deviations of pre and post-tests for all groups. The results are shown in table (3).

Table 3. Means and Standard Deviations of Pre and Post-Tests for All Groups

		Communication Skills Pre-test	Communication Skills post-test
		Mean	Mean
Group	Podcasting	13.56	18.0
	Videocasting	12.43	22.0
	conventional	13.48	16.0

Results in Table (3) show an enhancement of the student's communication skills after introducing Podcasting and Videocasting. However, these differences are examined if they are significant or not in the following tables.

Results related to the study's first question, which states, "Is there any effect of using *Podcasting* on developing 9th graders' communication skills? ". To answer this question, the following hypotheses were designed as follows:

- *Podcasting strategy positively affects the development of 9th graders' communication skills at a significant level of ($\alpha \leq 0.05$).*

Results, as presented in Table (4), show the pretest and post-test results for the Podcasting group students.

Table 4. Communication Results of Pretest and Posttest for Students in Podcasting Group

		N	Mean	Standard Deviation
Group	<i>Podcasting</i>			
Communication/ /PRE		25	2.30	1.33
Communication/Pronunciation/POST			3.78	1.20
Communication/Grammar/PRE			2.48	1.47
Communication/Grammar/POST			3.83	1.15
Communication/Vocabulary/PRE			2.87	1.29
Communication/Vocabulary/POST			4.22	1.20
Communication/Fluency/PRE			2.57	1.50
Communication/Fluency/POST			3.87	1.10
Communication/Comprehension/PRE			2.22	1.54
Communication/Comprehension/POST			3.70	1.45

Results show apparent differences among the mean scores of the students in all communication skills, with the domain of vocabulary at the first rank with a mean score of (4.22), whereas the domain of comprehension at the last rank with a mean score of (3.70). However, these differences should be tested to determine if there are statistically significant. Therefore, the ANCOVA test was employed to examine the significance of these differences and determine the effect size of using the Podcasting strategy in teaching 9th graders. Table 5 shows the results. Table (5) shows the results.

Table 5. Paired Samples Test of Pretest and Posttests for Podcasting Students

	Skills	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Communication/Pronunciation/PRE - Communication/Pronunciation/POST	2.130	1.766	.368	-5.786	22	.000
Pair 2	Communication/Grammar/PRE-Communication/Grammar/POST	1.609	2.061	.430	-3.743	22	.001
Pair 3	Communication/Vocabulary/PRE-Communication/Vocabulary/POST	1.522	1.675	.349	-4.356	22	.000
Pair 4	Communication/Fluency/PRE - Communication/Fluency/POST	1.826	1.497	.312	-5.850	22	.000
Pair 5	Communication/Comprehension/PRE - Communication/Comprehension/PRE	2.217	1.704	.355	6.239	22	.000

Results revealed that there are statistically significant differences at level ($\alpha \leq 0.05$) among the mean scores for students in favor of the Podcasting group. This indicates a positive effect of applying Podcasting in teaching 9th graders communication skills; however, it is essential to determine its effect size on developing each communication skill. Thus, Table (6) presents the results of the ANCOVA test to determine Podcasting's effect size.

Table 6. Effect Size for Applying Podcasting Strategy

Skills	Tests of Between-Subjects Effects					
	Dependent Variable: Communication/Pronunciation/POST					
	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Communication	a. Pronunciation	2.104	1	2.104	4.628	.043*
	b. Grammar	2.515	1	2.515	2.478	.130
	c. Vocabulary	.019	1	.019	.017	.898
	d. Fluency	.704	1	.704	1.373	.254
	e. Comprehension	.001	1	.001	.001	.974
a. R Squared = .181 (Adjusted R Squared = .142) b. R Squared = .106 (Adjusted R Squared = .063) c. R Squared = .001 (Adjusted R Squared = .047) d. R Squared = .061 (Adjusted R Squared = .017) e. R Squared = .000 (Adjusted R Squared = -.048)						

The results represented in Table (6), reveal a significant statistical difference among students' levels in communication skills, as all sig values ($\alpha \leq 0.05$). In addition, the values of R^2 were (0.142, 0.063, 0.47, 0.17, and 0.48) for Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension, respectively, which indicate a positive effect size of Podcasting on developing students' communication skills. In other words, Podcasting can explain the variance in students' communication skills, including pronunciation, grammar, vocabulary, fluency, and comprehension (14.2%, 6.3%, 47%, 17%, and 4.8%), respectively.

Therefore, it is rational to accept the proposed hypothesis and come to the following results:

- *Podcasting strategy positively affects the development of 9th graders' communication skills at a significant level of ($\alpha \leq 0.05$).*

Results related to the study's second question: "Is there any effect of using Videocasting on developing 9th graders' communication skills? ". To answer this question, the following hypotheses were designed as follows:

- *Videocasting strategy positively affects the development of 9th graders' communication skills at a significant level of ($\alpha < 0.05$).*

Results, as presented in Table (7), show the students' pretest and post-test results for the Videocasting group.

Table 7. Communication Results of Pretest and Posttest for Students in Videocasting Group

		N	Mean	Standard Deviation
Group	Videocasting			
Communication/ /PRE		28	2.82	1.37
Communication/Pronunciation/POST			3.64	1.34
Communication/Grammar/PRE			2.53	1.38
Communication/Grammar/POST			3.23	1.46
Communication/Vocabulary/PRE			2.82	1.34
Communication/Vocabulary/POST			3.64	1.32
Communication/Fluency/PRE			2.82	1.50
Communication/Fluency/POST			3.64	1.25
Communication/Comprehension/PRE			2.60	1.35
Communication/Comprehension/POST			3.42	1.23

Results show apparent differences among students' mean scores in all communication skills, with the skills of fluency, pronunciation, and vocabulary at the first rank with mean scores of (3.63). In contrast, the domain of grammar skills at the last level with mean scores of (3.22) However, these differences should be tested to determine if there are statistically significant. Therefore, Paired t-test and ANCOVA were employed to examine the significance of these differences and determine the effect size of applying the Videocasting strategy in teaching 9th graders. Tables (8-9) show the results.

Table 8. Paired Samples Test of Pretest and Posttests for Videocasting Students

	Skills	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Communication/Pronunciation/PRE - Communication/Pronunciation/POST	-.815	.396	.076	-10.696	26	.000
Pair 2	Communication/Grammar/PRE- Communication/Grammar/POST	-.704	.465	.090	-7.858	26	.000
Pair 3	Communication/Vocabulary/PRE- Communication/Vocabulary/POST	-.815	.396	.076	-10.696	26	.000
Pair 4	Communication/Fluency/PRE- Communication/Fluency/POST	-.815	.396	.076	-10.696	26	.000
Pair 5	Communication/Comprehension/PRE - Communication/Comprehension/PRE	-.815	.396	.076	-10.696	26	.000

Results revealed that there are statistically significant differences at level ($\alpha < 0.05$) among the mean scores for students in favor of the Videocasting group. It shows the differences in communication skills. This indicates a positive effect of applying Videocasting in teaching 9th graders; however, it is essential to determine its effect size on developing each communication skill. Thus, Table (9) presents the results of applying the ANCOVA test to determine the Videocasting' effect size.

Table 9. Effect Size for Applying Videocasting Strategy

Skills	Tests of Between-Subjects Effects					
	Dependent Variable: Communication/Pronunciation/POST					
	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Communication	a. Pronunciation	42.400	1	42.400	272.076	.000*
	b. Grammar	49.037	1	49.037	217.783	.000*
	c. Vocabulary	40.408	1	40.408	259.808	.000*
	d. Fluency	38.278	1	38.278	474.088	.000*
	e. Comprehension	38.795	1	38.795	260.457	.000*
a. R Squared = .916 (Adjusted R Squared = .912) b. R Squared = .897 (Adjusted R Squared = .893) c. R Squared = .912 (Adjusted R Squared = .909) d. R Squared = .950 (Adjusted R Squared = .948) e. R Squared = .912 (Adjusted R Squared = .909)						

The results represented in Table (9) reveal a significant statistical difference among students' levels students' levels in communication skills, as all sig values ($\alpha \leq 0.05$). In addition, the values of R^2 were (0.912, 0.893, 0.909, 0.948, 0.909) for Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension, respectively, which indicate a positive effect size of Podcasting on developing students' communication skills. In other words, Videocasting can explain the variance in students' communication skills, including Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension (91.2%, 89.3%, 90.9%, 94.8%, 90.9%), respectively.

Therefore, it is rational to accept the proposed hypothesis and come to the following results:

- *Video casting strategy affects effects on the development of 9th graders' communication skills at a significant level of ($\alpha \leq 0.05$).*

4.2 Discussion

The current study relied on the quasi-experimental approach in its preparation and procedures through the study sample of 9th-grade students in King Abdullah Schools for Excellence, divided into three groups. The first group included students studying English-communication skills using the podcasting strategy. The second group learned the same skills using video casting; the third group learned the same skills using the conventional learning strategy. After conducting the pre- and post-collecting of the results, several special statistical tests have been employed to answer the study questions and test their hypotheses. The results for each question were as described below.

a. First Question

The first question investigated whether there is any effect of using the Podcasting technique on the development of communication abilities in English. The findings revealed significant disparities in the means of Podcasting pupils in all communication skills. For students in the Podcasting group, the results revealed a significant difference at the level ($=0.05$) between the pretest and posttest outcomes in favor of the posttest. It demonstrates the disparities in communication abilities. This suggested that using Podcasting to teach 9th graders had a beneficial effect.

The statistically significant differences and beneficial effect of employing Podcasting in teaching communication skills to 9th-grade students could be attributed to the variety of

noises and audio clips captivating the students' attention to follow up. This allure reinforces the student's desire to be involved with the content of what they hear and to comprehend what is being spoken. As a result, given the variety of voices and tones employed in the application, the study emphasizes the relevance of employing this method in teaching English communication skills.

More importantly, these findings are consistent with the findings of multiple earlier investigations (Mellisa et al., 2019; GP, 2020; Prasetya & Nuraeni, 2021; Saber et al., 2022).

b. Second Question

The second question aimed to ascertain the impact of using the Videocasting approach on the development of communication abilities in English. The findings revealed significant disparities in Videocasting students' means in all communication abilities. These differences, however, were evaluated to see if they were significant. The results revealed a significant difference at the level ($\alpha=0.05$) between the pretest and posttest results for students in the Videocasting group. It demonstrates the disparities in communication abilities. This suggested that using Videocasting in educating 9th graders had a beneficial effect.

The statistically significant differences and beneficial effect of using the Videocasting method in favor of the post-test are attributed to the fact that the Videocasting approach includes the use of diverse multimedia in teaching English language skills. As a result, the inclusion of multimedia such as texts, photographs, and graphics, as well as animation components, increases students' willingness to study, which is shown in their ability to develop communication skills, particularly while learning English as a foreign language.

In terms of earlier work, the findings of various investigations aligned with the current findings (Sodikin, 2020; Wachid, 2021). All of the research listed above found a substantial difference in communication understanding between students taught by video casting and those who were not.

V. Conclusion

Post-test results for all study groups (Podcasting, Videocasting, Conventional) revealed that the use of Videocasting had a more favorable impact on student communication abilities than Podcasting and conventional approaches.

Furthermore, using podcasting and video casting in English language teaching and learning has numerous benefits, including boosting students' imagination, nourishing students' vocabulary, assisting students in learning new things, assisting students in becoming effective learners and acquiring new interests, assisting students in becoming more creative and confident, and motivating students to improve their communication skills. As a result, podcasting and videocasting are valuable methods for general education and foreign language instruction. Furthermore, using Podcasting and videocasting communication classes has many advantages, including stimulating students' imagination, enriching students' vocabulary, assisting them in learning new things, assisting them in becoming more creative and confident, and finally motivating students to improve their English-communication skills. The goal of boosting students' understanding and communication ability can be achieved by using podcasting and videocasting to engage students and practice and review language classes. Furthermore, podcasting and videocasting have helped to the autonomy of learners by taking into account individual variances and allowing them to enhance their communication skills outside of class times at their own pace with no constraint on class time. Podcasting and

videocasting have reinforced cognitive, informal, and lifelong learning theories by making the learner an active participant in the learning process and assisting in the retention of the learning effect.

Recommendations

The following recommendations could be made based on the discussion and conclusion of the results:

1. English language teachers are actively encouraged to use Podcasting and Videocasting in teaching Communication skills at all academic levels, particularly for students in the basic stage, due to their impact on boosting learning effectiveness through academic accomplishment.
2. It is recommended that present English curricula be reviewed and that more classroom activities be included to meet the standards for Podcasting and Videocasting.
3. It is recommended that teachers be trained in the production and design of podcasting and videocasting and that they be used in the educational process.

Future Work

The current study's findings suggest that:

- More studies and research like this should be conducted in other English language abilities, such as reading and writing.
- Conduct additional research on the effectiveness of podcasting and videocasting in the development of other variables.
- Research the barriers to using podcasting and videocasting in the instructional process.

References

- Abdo, I. B., & Breen, G.-M. (2010). Teaching EFL to Jordanian students: New strategies for enhancing English acquisition in a distinct Middle Eastern student population. *Creative Education*, 1(1), 39–50.
- Al Hosni, S. (2014). Communication difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22–30.
- Atherton, P. (2018). *50 ways to use technology-enhanced learning in the classroom: Practical strategies for teaching*. Learning Matters.
- Bongey, S. B., Cizadlo, G., & Kalnbach, L. (2006). Explorations in course-casting: Podcasting in higher education. *Campus-wide information systems*. *Campus-Wide Information Systems* 23 (5). 350-367. Retrieved October 23, 2022 from <https://www.learntechlib.org/p/101970/>.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn* (Vol. 11). Washington, DC: National academy press.
- Burns, A., & Joyce, H. (1997). *Focus on Communication*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.
- Çakmak, M., & Gündüz, M. (2018). ELT Pre-service Teachers' Perceptions of Characteristics of Effective Teachers. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 38(1), 359–383.
- Chinnery, G. M. (2006). Going to the MALL: Mobile assisted language learning. *Language Learning & Technology*, 10(1), 9–16.
- Danver, S. L. (2016). *The SAGE encyclopedia of online education*. SAGE Publications.
- Eady, M., & Lockyer, L. (2013). Tools for learning: Technology and teaching. *Learning to Teach in the Primary School*, 71.
- Elttayef, A. I., & Hussein, N. O. (2017). Arab learners' problems in learning English language: A teacher perspective. *Journal of Literature, Languages and Linguistics*, 40, 1–6.

- GP, S. R. A. (2020). *Enhancing Students' Communication Skill Through Podcasting: A Quasi-Experimental Study of the X Grade Students' Conversation at Sma N 1 Comal*.
- Hager, P. (2009). *Videocasting Help Students Understand Wide Variety of Spoken*. Norwegian. Department of Scandinavian Studies (online) accessed on May 4th 2016. Available from: <http://pehager@wise.edu>.
- Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401–405.
- Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. *Journal of college of science teaching*, 42(5), 62-66.
- Hill, J. L., & Nelson, A. (2011). New technology, new pedagogy? Employing video Podcasting in learning and teaching about exotic ecosystems. *Environmental Education Research*, 17(3), 393-408.
- Ibniyan, S. S. (2019). Communication difficulties encountered by EFL students in Jordan. *Proceedings of the 9th International Conference on Education, Teaching & Learning*, 2–7.
- Jack, R., & Richards, M. (2008). Teaching listening and communication from theory to practice. *Cambridge University. Printed in The United States of America*.
- Jing, W. U. (2006). Integrating skills for teaching EFL—Activity design for the communicative classroom. *Sino-US English Teaching*, 3(12), 122–133.
- Khasawneh, M. A. S. (2021). The Use of Reading Speed Strategy in Promoting Reading Comprehension among EFL Students with Learning Disabilities. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 6(2), 225–235.
- Kukulka-Hulme, A., & Traxler, J. (2005). *Mobile learning. A Handbook for Educator and Trainers*.
- McQuillan, J. (2006). iPod in education: The potential for language acquisition. *Sponsored by Apple Computer, Inc., One in a Series of iPod in Education White Papers (Fall 2006)*.
- Mellisa, M., Apriliaswati, R., & Bunau, E. (2019). Improving Students' pronunciation in Communication by Using Podcasting as Media. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 10(5).
- Minshar, M. A. (2020). The effect of using educational games on third-grade students' achievement of English vocabulary in the Hebron governorate. *Psychological and Educational Studies Journal*, 13(3), 309–319.
- Prasetya, E. P., & Nuraeni, N. (2021). The Use of Podcasting to Promote Students' Communication Ability in Online Learning During the Covid Pandemic 19. *Journal of English Educational Study (JEES)*, 4(1), 11-20.
- Rao, P. S. (2019). The importance of communication skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6–18.
- Rosell-Aguilar, F. (2007). Top of the pods—In search of a podcasting “pedagogy” for language learning. *Computer Assisted language learning*, 20(5), 471-492.
- Saber, Wafaa Muhammad, Badawi, Muhammad Farraj, & Kamel, L. (2022). The Use of Podcasting in Developing Al Rwad Secondary School Students' English-Communication Skills. *Journal of Educational and Social Studie. Journal of Educational and Social Studies*, 28(3), 33–62.
- Sodikin, R. M. H. (2020). *The use of English Podcasting Video in practicing pronunciation skill of stressed word in an e-Learning class*. UIN Sunan Gunung Djati Bandung.
- Stanley, G. (2006). Podcasting: Audio on the Internet comes of age. *TESL-EJ*, 9(4), 1–7.
- Wachid, M. N. (2021). *The effectiveness of teaching communication skills by using online Podcasting videos at Islamic Junior High School 3 Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Wichadee, S. (2010). Defining the effective English language teacher: Students' and teachers' perspectives. *JALT2009 Conference Proceedings. Tokyo: JALT*, 35–37.
- Yasin, B. (2018). *Factors Negatively Affecting EFL Students' Communication Skills at Jordanian Private Schools*. Unpublished M. Ed. Dissertation, Middel East Univeristy-Jordan.