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Using Podcast Material to Modify Foreign Words and Expressions to Improve EFL Learners' Speaking Abilities

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Abstract

It is problematic to present concepts from freshman. In the stuck, they are frequently trapped. Ten people enrolled in the therapy to address these issues. When it comes to conducting the teaching and learning process, technology and a reliable internet connection are keys as a class communication tool, the teacher employed a WhatsApp group. The teacher displayed URLs on the screen to get things started. He challenged the students to pick up new vocabulary. After finishing it, the teacher displayed a Google Meet URL for the students to click. The students joined in and shared their personal experiences with the subject matter they had just learnt. They must use the stuff they have learnt in order to perform such delivery. The teacher gave the feedback in order to fulfill the students' growth. The information gathered throughout the teaching and learning process was qualitatively examined. It is concluded that manipulating the strange words and sentences in the podcast material improves the students' capacity to communicate their ideas. Teachers can use this kind of discovery in the classroom to cover relevant topics. It also encourages additional investigation by other researchers.

Keywords

dialogue, expression, monologue, phrase, podcast

Introduction

The people depend heavily on language as a means of communication in their day-to-day activities. It not only makes contact easier, but it also improves people's capacity for clear thought and expression. The goal of language acquisition is to improve communication abilities, allowing people to communicate with impact, persuasion, and clarity (Dahniar, 2023).

The ability to express ideas and thoughts clearly through spoken words is a crucial component of communication, which is the secret to successful interactions. The ability to speak a language well depends on possessing a wide vocabulary (Ritonga et al., 2022). A strong vocabulary base not only makes it possible for people to communicate effectively, but it also improves their communication abilities as a whole. Learning vocabulary is to improve speaking abilities and emphasizes lexical expansion techniques. A dynamic and constantly changing system, language reflects the diversity of culture and civilization. While grammar and vocabulary serve as the essential building blocks, the use of idiomatic expressions and colloquialisms captures the true spirit of a language (Tran, 2021).

In regular discussions, phrases are crucial because they let people express themselves more honestly and establish deeper connections with others. The skills that the students need to acquire include the significance of phrases as crucial resources for developing colloquial language proficiency, encouraging successful communication, and facilitating cultural understanding (Kizi, 2022).

When it comes to clear and correct message delivery, the method of information delivery is essential to effective communication. The creation of sentences is a crucial component of this process. The students can improve the coherence and flow of their ideas by properly organizing their sentences, which will make it simpler for their audience to comprehend and respond to their message. It is necessary to design a variety of phrase construction methods that can facilitate delivery. The ease of delivery in the communication process is greatly influenced by the deliberate and strategic construction of sentences. Students can improve the coherence, clarity, and overall effect of their message by ensuring grammatical accuracy, using sentence variety, balancing sentence length, using transition words and phrases, using appropriate terminology, and including reliable citations. People can improve their communication skills and successfully captivate their audience by learning the craft of sentence construction (Zakirovich, 2023).

By assuring the accuracy and clarity of messages transmitted, clear and accurate pronunciation improves communication. It aids in effectively perceiving and comprehending others, developing relationships, getting beyond language hurdles, and promoting professional development. Beyond linguistic accuracy, pronunciation is significant because it affects confidence in communicating as well as the ability to express ideas and thoughts clearly. People can greatly enhance their communication abilities and have more fruitful and successful talks by recognizing and emphasizing pronunciation (Limeranto & Bram, 2022).

When conversing verbally, English as Foreign Language (EFL) learners frequently struggle to produce meaningful sentences. This problem is influenced by a number of things, such as grammar rules, vocabulary, and confidence. To improve the spoken English fluency and accuracy of EFL learners, it is imperative that these issues be addressed.

The teacher could improve the use of Teaching-Learning Activities and Language Themes to address speaking issues caused by poor sentence construction. Engagement with the environment is necessary for such learning to achieve its aim. It is essential to maintain the speaking practice outside of class. It is a strategy for improving students' sentence-building abilities. It aids students in letting go of their rigidity in argumentation (Prastyo et al., 2023).

A vital skill in their increasingly interconnected society is efficient communication. It is essential for students to be able to convey their ideas and opinions effectively and convincingly, whether they are speaking in social situations, at work, or in other settings. Developing strong speaking skills might be difficult for language learners. However, learners can greatly improve their speaking abilities by utilizing the potential of podcasts and modifying the phrases and sentences present in them (Lee & Mlynář, 2023).

The purpose of the study is to determine how the instructor modifies the words and sentences in podcasts to improve the students' oral communication abilities. A research question must be supported in order to learn the steps involved in such a process. "How does the teacher manipulate the phrases and sentences in podcasts to enhance speaking skills?" is stated. To address the thesis, the study's findings will be qualitatively analyzed.

Method

Ten English Department freshmen took part in the therapy. They are about 19 years old. They have problems arranging their sentences, which causes them to get stuck in their debate. They joined the teacher's treatment to correct it. It is essential to assist them in becoming proficient in their delivery style.

The teacher assigns students the responsibility of providing themselves with the technology supported by dependable internet access before the session even begins. Success in the teaching and learning process is crucial. Before starting the lecture, the instructor set up a WhatsApp group for the students to join. The URL was spread through that route by the teacher. Everything revolves around the podcast content. The students clicked, and a transcript of a monologue on a page displayed. The students were unfamiliar with the words and sentences on it. They then asked the teacher in the forum for clarification. The lecturer asked each student to tell a personal tale about how the class affected him after the content was explained. To deliver this speech, he must employ the sentences and phrasal verbs he has learned. The instructor offered the students feedback after concluding all deliveries. The next episode's podcast URL was provided to the class by the instructor. It concerns dialogue. The students performed the material with their peers after fully understanding it and following the transcription exactly. They carried it out through a private WhatsApp video conversation. After

finishing it, they expressed their opinions about the material's content in the WhatsApp group's forum. Following delivery, the teacher gave the students feedback.

The information gathered during the teaching and learning process was then qualitatively examined. Answering the research question is crucial. Such a method guides the investigation toward the desired outcomes.

Results

Class Medium

A medium is required for the interaction between participants in a teaching and learning process. The game was created online. Students must have devices with reliable internet connections in order to accomplish this. The instructor created a WhatsApp group to carry out the task. The participants and a professor are on the list, as can be seen in Figure 1. The lecturer can take charge of the audience more easily. To do private business, he might click one of them. By signing up for such an application, users are able to get the most recent information at any time and from any location. The resources can be downloaded and uploaded at any time. It is not something that can be taught in regular classes. The participants are able to conduct a live camera using this program. The maintenance of online discourse is required.



Figure 1. The page of class medium

Sharing URL

It's interesting to use podcast content to teach English. Podcasts come in a variety of formats. The students will have confusion when deciding which option is best. To improve the teaching and learning process, it is the teacher's obligation to find the proper podcasts for the students. The teacher acknowledges the students' proficiency. Sharing the material's URL is therefore necessary. The students viewed two URLs that the teacher had posted, as shown in Figure 2. The students only need to click them to get the page with the intended content. Both students and teachers profit from using such an approach. The content will be prepared by the students to achieve the learning objective. They are able to develop their competence as a result. Additionally, the teacher could create a uniform approach for each pupil. It is done to make it easier to manage student engagement.

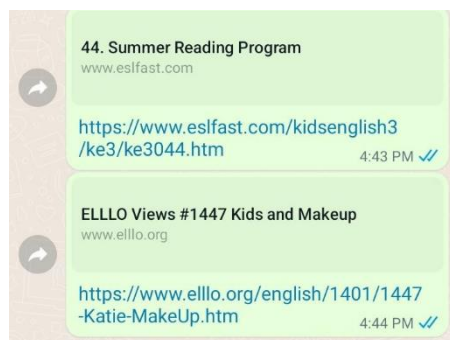


Figure 2. The sharing materials

Monologue of the Podcast

One of the URLs was clicked by the students. To view the content, they navigated to <https://www.eslfast.com/studentsenglish3/ke3/ke3047.htm>. The students were shown a page of a monologue script, as seen in Figure 3. It has menus for reading, translating, repeating, and playing the transcript. Students must use play buttons and writing to improve their understanding of new words and expressions. In order to hear the voice, they press the play button. The students listened to the voice while reading the transcript. Without any breaks, the content was listened all the way through. It is crucial that the students comprehend the passage's main points. The lesson of the content will be understandable to the students. It improves their reading and listening skills as they practice. Their speaking abilities will indirectly improve.

Noticing the Unfamiliar Phrases and Sentences

The students listened to the entire lecture before skimming the text. They searched the narrative for obscure words, expressions, and phrases. It is crucial to have a clear comprehension of the subject. The student underlined "a trail of ants" as seen in Figure 4. He required the meaning of such a phrase. He must fully understand it in order to use it during speaking practice. He contacted the teacher in the forum for clarification. Because he wanted to understand the intended message in his mother tongue, the student preferred to speak with the teacher. He is still working on expanding his

vocabulary in order to improve his speaking abilities. He preferred to hear the explanation in his mother tongue because of this. He would also like to know what the phrase "she ended up in her bedroom" really means. It appears that he was curious about what "ended up" meant. He was unable to discover the verb tense in his own tongue. Finding a clear description and a vivid explanation of it aids him in expanding his vocabulary. To do this, he asks his teacher. Sentences contain expressions of this type. The student will receive guidance on how to incorporate the desired phrase into a sentence.

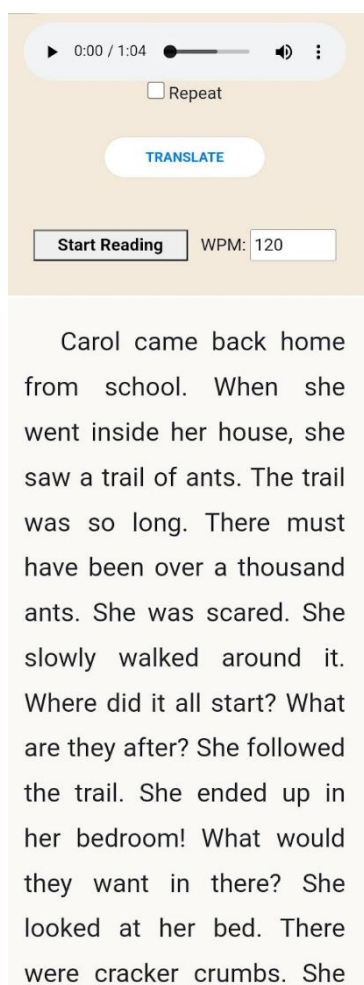


Figure 3. The page of monologue script

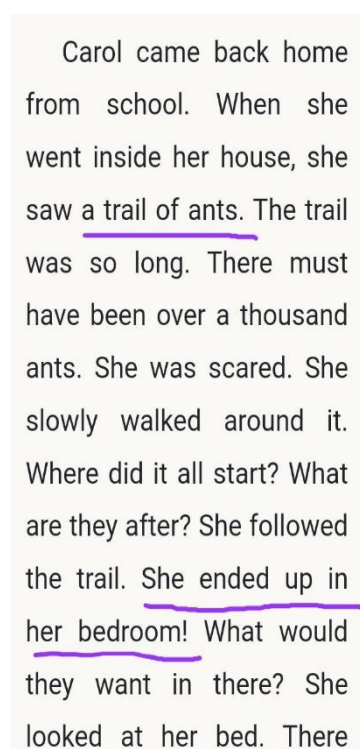


Figure 4. The page of noticing

Dialogue of the Podcast

The dialogue transcripts provide the students with opportunities to expand their vocabulary. By studying it, they will be able to use a variety of formal and casual expressions. The teacher requested the students to visit the shared URL in order to accomplish this goal. The website address is <https://www.elllo.org/english/1401/1447-Katie-MakeUp.htm>. When they clicked it, the students were shown a page of the podcast's dialogue, as seen in Figure 5. One can see that it has some elements on it, like a play button, a script, a quiz, and vocabulary. The teacher advised the students to use the play button, script, and vocab options in order to achieve their learning objectives.

The initial stage was for the students to click the play button to hear the entire dialogue, according to the teacher. They gained knowledge of how to use intonation and pitches when speaking aloud. They also learned how to pronounce each word in the dialogue correctly. Together, they engaged in two activities. That involves reading the script and hearing the voice. The students benefit from being able to match words with pronunciations. Students improve their pronunciation skills by practicing it. It's crucial to support them in improving the clarity of their delivery.



Figure 5. The page of dialogue script

And I have a six-year old daughter and she loves makeup. She has her own, like, young like toy makeup and she asks permission to wear it, and I let her wear it. I bought some for her. I make sure that she can only do it if she has a clean face and clean hands and that she washes off properly at the end. And that she *tidies it away* afterwards.

Katie: That's good.

Aimee: She's actually on her final warning because she used to leave it out – and I've warned her I will throw it *in the bin*. Because I have a *toddler* and she wants to see what her big sister is doing and she wants to play with it, so she grabs it and makes a mess everywhere. So yeah, six-year old is on her final warning.

Figure 6. Noticing dialogue script

Noticing the Unfamiliar Phrases and Sentences

The next step in manipulating the podcast content is to become comfortable with new vocabulary. The teacher instructed the students to press the vocabulary button after they had finished hearing the overall content. The new vocabulary used in the dialogue will be covered in this section. Three new phrases and a sentence are present, as seen in Figure 6. They are "toddler" and "she tidies it away after, in the bin." They were given the English definitions of these terms. It occasionally causes students' bewilderment. Another way to get the clear explanation is to talk to the teacher. They noticed how concise the explanation was in their native tongue. However, the students independently skimmed the new words, idioms, and sentences. Finding them is different for each learner. They used the identical steps as in the previous phase to obtain the definition of

them. They requested that the instructor provide a clear explanation of the definition in the discussion board. All of the forum participants can learn from the teacher's response. It is crucial for them to expand their vocabulary in order to improve their delivery abilities.

Implementing the Unfamiliar Phrases and Sentences in Discussion

In the forum, there was a question-and-answer session between the students and the teacher. A Google Meet application, that is. On WhatsApp, the teacher posted the URL of such an app. The students could join it by clicking, and their names appeared in the membership. according to Figure 7. On the screen were the instructor and students. When necessary, they can click the microphone symbol. The video button can be clicked by the participants to accentuate the conversational process. Participants can engage in conversation the way they would normally. The delivery process takes place with the help of this application. Each student's ability to participate in the discourse can be managed by the teacher. The students couldn't have experienced the true discussion without this real-time interaction. Their feelings and ideas can be expressed through day-to-day activities. It aids in their delivery fluency development. Each student was requested to share an experience relating to the content they had learnt during this session by the instructor. They must use the new terminology and words in their speech to put it into practice. It is critical to improve their comprehension of how to apply what they've learned. The teacher conveys the feedback in order to appease the students' eagerness in the implementation. The advice is intended to help the students improve in preparation for upcoming discussions.

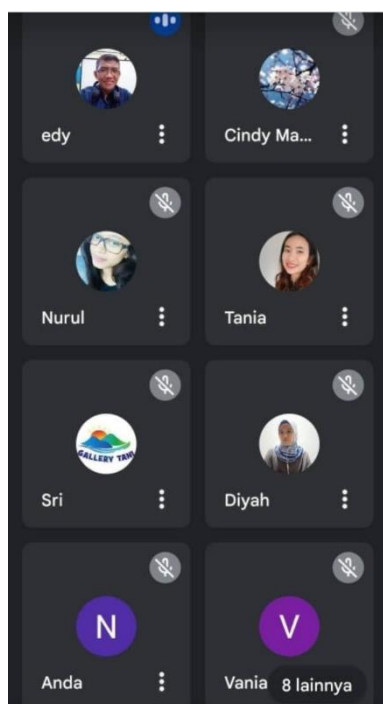


Figure 7. Discussion



Figure 8. The page of feedback

Teacher's Feedback

The teacher has the option of giving feedback in private. Different mistakes were made by each pupil. It requires a specific recommendation from the teacher. Figure 8 illustrates how the student's pronunciation and phrase construction errors. The terms "vegetable, salad, kind, read, page, doing" were mispronounced by the pupil. They improve the intelligibility of utterances rather than focusing on words and sentences. He was instructed by the teacher to correct them using his electronic dictionary. Additionally, the teacher placed a lot of emphasis on sentence structure. Be and object pronouns are both important. The student needs to pay attention to this crucial component. It has an impact on how well learnt phrases are used in sentences and pronunciation. The students' embarrassment was eased by receiving feedback in private. It keeps them from leaving the conversation throughout the debate. The children will be inspired to practice without inhibition because they won't be frightened to mess up.

Discussion

The Value of Online Education

The delivery of educational materials and the facilitation of interactions between teachers and students are made possible by the internet and other digital platforms in online classes. Since many colleges and institutions have switched to online learning to stop the COVID-19 pandemic, online programs have grown in popularity and significance.

Depending on the viewpoint and circumstances of the students and teachers, there are a variety of advantages. They provide learners with ease and flexibility because they may access the courses from anywhere as long as they have an internet connection and a device. They give students a wide range of options and chances to enroll in classes that might not be offered or reasonably priced in their local universities. They improve the knowledge and abilities of students who can access, produce, and share information using a variety of technologies and applications. They encourage cooperation and communication among students, enabling them to interact with classmates and teachers from various backgrounds, cultures, and locations (Tsegay et al., 2022).

On the other hand, there are also some difficulties with online learning. For learners who must manage their own time and learning progress without the direct supervision and guidance of teachers, they call for self-discipline and motivation. For students who might not have dependable internet access, suitable devices, or appropriate digital literacy abilities, they provide technological challenges and obstacles. For students who might feel distant from their peers and teachers or lack the sense of community and belonging that physical classrooms provide, they might lead to social isolation and disengagement. They have an impact on the efficacy and quality of learning for students who might have trouble comprehending the material, getting feedback, or evaluating their performance (Erlangga, 2022).

Online courses are a crucial component of education in the twenty-first century since they present fresh opportunities and difficulties for both students and teachers. If they are created and offered in a way that caters to the requirements, preferences, and learning objectives of the students, online courses can be an excellent source of knowledge, skills, and experiences. If online courses are combined with other learning methods like face-to-face instruction, blended learning, or hybrid models, they can also serve as an additional or alternate mode of instruction. If used with purpose, enthusiasm, and responsibility, online courses can be an effective learning tool (Lu, 2023).

Using Podcast Materials to Enhance Vocabulary Building

Podcasts are audio or video files that may be downloaded from the internet and played on a variety of gadgets, including computers, smartphones, and mp3 players. Podcasts can help language learners in a variety of ways, including by enhancing their vocabulary, grammar, pronunciation, and listening comprehension. Podcasts can help students learn a variety of language skills, including grammar, pronunciation, and vocabulary, in addition to speaking and listening (Bozorgian & Shamsi, 2022). For language learners, podcasts can offer authentic and interesting material as well as chances for independent, self-directed learning. Using a dictionary or transcript to check the meaning and spelling of unfamiliar words, listening to podcasts frequently, choosing ones that correspond to the learners' level and interests, writing down or recording the words and phrases to remember, reviewing, and recycling the vocabulary items frequently are some tips on how to use podcasts effectively for language learning (Setyaningsih et al., 2022).

The Essential Part of Noticing Unfamiliar Phrases and Sentences in the Monologue Transcription Monologue Explore

Focusing on the context, meaning, and tone of the speech will help the students identify unfamiliar words and sentences in the monologue transcription. Unfamiliar words and phrases are ones that are not frequently used, have a distinct or ambiguous meaning, or do not correspond to the speaker's goal or feeling. The students may have to guess about the meaning or function of new words and phrases. The listener can infer the speaker's meaning by applying logic and imagination even when they are not familiar with the metaphors, analogies, jokes, or references (Al-Jarf, 2023). Students can infer from a speaker's statement that "I feel like a fish out of water" that he or she is uncomfortable or out of place in the circumstance. Asking the other listeners for clarification or feedback is another way to get the definition. The teacher might be asked to explain any words or sentences that the students are unsure of regarding their meaning or tone. Unfamiliar words and phrases in the monologue transcription can be difficult to comprehend and manage, but they can also be fascinating and beneficial for the students' communication and learning (Kim & Hwang, 2022).

The Essential Part of Noticing Unfamiliar Phrases and Sentences in the Dialogue Transcription

Focusing on the context, meaning, and tone of the conversation can help the students identify unfamiliar words and sentences in the dialogue transcription. Uncommonly

used, having a different or ambiguous meaning, or not reflecting the speaker's aim or emotion are all examples of unfamiliar phrases and sentences. Beginners might ask their teacher for clarification. Or for advanced learners, use the web search results to understand the meaning, history, or application of new terms or expressions. To learn that a term like "hit the hay" is an idiom that meaning "go to bed" in an informal environment, students can utilize the web search engine or ask the teacher if they come across it. Although unfamiliar words and phrases in the dialogue transcription can be difficult to comprehend and cope with, they can also be engaging and beneficial for students' communication and learning (Harya, 2022).

The Importance of Conducting Delivery using the Learned Phrases and Sentences

It's crucial to express the students' message using the new words and phrases for a number of reasons. Their speech delivery abilities, including their pronunciation, fluency, intonation, and emphasis, can be improved in the first place (Putri et al., 2022). They can improve their knowledge of the language's sounds and rhythms as well as lessen their blunders and hesitations by using the phrases and sentences they have learnt in practice. Second, it can assist the students in improving the organization, coherence, relevance, and support of their speech material. The students can build their speeches in a clear and logical manner and connect their ideas with the help of the phrases and sentences they have acquired. The words and phrases can also be used to introduce a topic, establish a purpose, preview a main point, sum up a speech, and close with a powerful statement. Thirdly, it can assist the students in gaining the audience's interest, focus, sympathy, and response. With the use of the words and sentences they have learnt, the students can use a hook or a question to draw their audience in, keep their attention with stories or examples, pique their interest with comedy or passion, and elicit feedback from them with questions or comments (Khairunnisa et al., 2022).

The Importance of Teacher's Feedback

An essential component of the educational process is teacher feedback. It can aid students in enhancing their academic performance, motivation, and self-control. Feedback may establish a positive learning environment and strengthen the bond between teachers and students (Yan & Carless, 2022).

Feedback can give students tips for improvement, learning techniques, and incorrect corrections. Students can analyze their progress, pinpoint their strengths and weaknesses, and create goals for upcoming learning with the use of feedback (Zhan, 2023). Students' understanding of the self-regulation process, which entails planning, monitoring, and assessing their learning, can be improved through feedback. Students' affective states, such as self-efficacy, interest, and satisfaction, can be influenced by feedback. For students, feedback can be a source of gratifying reinforcement, acknowledgment, and inspiration (Ajjawi et al., 2022).

He can give his students feedback in a variety of ways as a teacher, including through written remarks, oral feedback, grades or scores, rubrics, peer feedback, self-feedback,

or digital tools. The goal, environment, and requirements of the task all influence the feedback method selection. Additionally, the teacher may choose to offer formative or summative comments. To help students grow, formative feedback is provided during the learning process. Summative feedback is provided at the conclusion of the learning process to assess the performance and results of the students (Ismail et al., 2022).

The power of teacher feedback can improve learning and teaching in a variety of ways. The teacher can support the growth of the students' abilities, knowledge, confidence, and motivation by giving them useful comments. In order for his students to learn from him and from each other, the teacher can also foster a supportive and cooperative learning environment (Fong & Schallert, 2023).

Conclusion

The usage of podcast content to learn new words and idioms has promise. Because they can expose them to a range of real-world language usage, enhance their listening comprehension, and broaden their vocabulary, podcasts are a helpful and enjoyable tool for language learners. Learners must also put certain strategies into practice in order to deal with unfamiliar terminology and actively incorporate them into their own work. Speaking abilities can be improved by offering one's own interpretation of the topics covered in the podcast. When students utilize novel, surprising expressions in conversation, their ability to explain their ideas is improved. However, for this type of learning, the teacher and students need devices with reliable internet access. To get the intended results, the teacher's and the students' operational proficiency must come first.

Applying the strategy in offline learning will yield the same results, however further study has to be improved. By using such a strategy, the traditional classroom atmosphere might be improved, to the benefit of both the teacher and the students.

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