

# Podcasts and Videocasts as a Means of Interactive Communication in Teaching Foreign Language

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**Keywords:** Foreign Language, Internet Technologies, Intercultural Competence of Students, Podcasts, Videocasts, Multimedia, Communication.

**Abstract:** Modern communicative methodology of teaching a foreign language with the help of such type of multimedia as podcasts and videocasts reflect in this article. Moreover, this paper focuses on the issue of influencing contemporary multimedia on different aspects of learning foreign language, namely mastering all types of speech activity, as well as the culture of oral and written speech, rules and ways of using language in different spheres of communication, and is a combination of many methods and educational techniques, including modern pedagogical technologies.

## 1 INTRODUCTION


At the present stage of economic and scientific and technical progress in Uzbekistan, the need for highly qualified specialists in all branches of knowledge, fluent in foreign languages, has greatly increased in all fields of knowledge and proficient in foreign languages.

The expansion of international relations requires the ability to communicate in the language of the country with country's language. Both in society and in education there is an intensive development of communication practices, the development of information technologies, computerization of not only professional, but also everyday life and recreational environment. The emergence of the Internet and cellular communication makes information and communication technologies into an attribute of life for most members of society. At the present stage, the state order for specialists is changing, speaking a foreign language. Increased requirements are imposed on them, which include three interrelated components – communicative competence, ability to carry on a conversation within the framework of the chosen specialty, as well as acquisition of computer literacy skills as a user capable of retrieve foreign language information competence (Joynes et al., 2019)

Language and language education are the most important tools for successful human's life in a multicultural community of people, a means of communication between specialists of different countries, a part of culture. Knowledge of foreign language acquires special relevance for young students mastering a particular profession and competence in the chosen specialty. Training of educated and intellectually advanced generation as the major condition of development and modernization of the country.

In the education system, we place a high value on students not only have a broad knowledge and skill set, but also that they must learn foreign languages as the most important prerequisite for active communication with one's peers, for a broad knowledge of everything that is going on in the world.

Modern communicative methodology of teaching a foreign language provides the formation of linguistic (language) and communicative (speech) competence associated with mastering all types of speech activity, as well as the culture of oral and written speech, rules and ways of using language in different spheres of communication, and is a combination of many methods and educational techniques, including modern pedagogical technologies. One of the main goals - teaching professional communication skills - can only be achieved with the obligatory interaction of

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encyclopedic, linguistic, and interactive aspects (Dorn et al., 2021).

When forming communicative competence it is necessary to educate an active personality, capable of ensuring adequate intercultural communication and a dialogue of cultures. A person who has developed skills of communication in a foreign language is characterized by looseness, ease of communication, natural self-confidence. Consequently, the main thing in teaching a foreign language language, as well as other disciplines, is to achieve the development, self-development, professional competence.

## 2 INTEGRATING COMMUNICATIVE AND CONVERSATIONAL MODELS

Obviously, defining speaking skills, is remarkable. However, these classifications can be improved by integrating them into a model of communicative competence adapted for speaking and addressing production skills. Confirming this fact there is a need for an updated and explicit description of language teaching areas generated with reference to a detailed sound model of communicative competence. Moreover, the communicative competence models are highly useful in determining the definitions of what is and what is not intended to be assessed in a particular assessment procedure. What this means is that a sort of integration should be brought about between conversational models and communicative competence models. The skills adopted in the present study are mainly based on Canale & Swain and Bachman communicative competence models (Khan, & Tas, 2020).

However, some skills are drawn from conversational models to cater for the gaps in the communicative competence model and to enrich its underlying competences with further details and skills. In other words, all the models presented are benefited from to determine the identified speaking skills. Thus, a clear investigation of the communicative competence model underlying skills in terms of speaking and how this relates to conversational skills models is necessary. Procedurally, based on the communicative competence model, Scarcella & Oxford defines the skills underpinning speaking competences in the following figure:

These four competences are not mutually exclusive but they overlap and the current study defines the subskills under each competence, according to the previous taxonomies, as follows:



*1 Grammatical competence:* includes using correct grammar, pronunciation and adequate vocabulary. Using grammar correctly in speech implies the ability to produce the distinctive grammatical structures of the language and to use them effectively in communication taking into consideration the characteristics of spoken grammar. For example, spoken clauses, rather than complete sentences, are often joined with coordinators like "and" or "but", or not joined through conjunctions, but simply uttered next to each other, with possibly a short pause between them. Thus, simple phrasal structure and purposeful repetition can often be markers of high proficiency. Using vocabulary adequately implies the ability to recognize and use words in the way that speakers of the language use them. It implies using the common collocations of words and fixed phrases. This includes also the use of vague language (Shojaei, 2012).

Pronunciation includes elements such as:

**Sounds:** These include consonants, vowels and consonant clusters;

**Intonation:** This refers to the pattern of pitch changes. There are two basic patterns: rising and falling;

**Rhythm:** It is created according to the position of stress within a single word or a group of words. Within words stresses have fixed positions but stress within a group of words can move according to meaning;

**Linking and assimilation:** When sounds are linked in spoken language, changes occur because of the influence of neighboring sounds.

*2 Discourse competence:* With respect to transactional speech, that discourse competence implies the ability to use various information routines- evaluative and expository including their sequential stages in conversations. It includes also the ability to use the typical rituals for starting or closing

a conversation and for changing the subject. With respect to the interactional element of spoken discourse, it is based on the speaker's knowledge of interaction routines and the typical interactional features including boundaries such as openings and closings, interrupting, as well as sequential organizations of turns and topics.

Concisely, discourse competence includes the learner's ability to:

- structure discourse coherently so hearers can easily follow the sequence of what is said. This implies an adequate knowledge of information and interactional routines;

- use grammatical and lexical references appropriately to refer to people and objects so listeners can keep track of them;

- use discourse markers that cue coherence relations. These are divided into those that mark informational relations and those that mark conversational relations. Conversational discourse markers consist of discourse particles (well, now, anyway) used by participants to maintain conversational coherence. Informational markers include those signaling the introduction of a topic, a shift to a new topic and a summary of the topic. They include also inter-sentential connectors such as markers indicating causative relations, concessive relations and so on;

- keep a conversation going through (ensuring that people will listen, showing interest and interrupting politely to clarify or challenge what someone has said);

- manage turn-taking which entails taking a turn of talk, holding a turn, and relinquishing a turn.

*3 Pragmatic Competence:* is quite linked to "appropriateness" suggested by Cornbleet & Carter and. It is affected by the context, purpose and interlocutors in the conversation.

Pragmatic competence includes two sub-competences: Functional competence and sociolinguistic competence.

Functional competence refers to the ability to accomplish communication purposes in a language. It includes the use of speech acts and phrases associated with them. Hence, to achieve a certain function, some forms are considered appropriate while others are not. Language functions classification is based on listing the main functions for which the language is used

The main language functions suggested according to are:

- Social functions include functions such as (greeting, introducing people, complaining, thanking and apologizing).

- Information includes functions such as (asking for factual information, providing personal information, describing and narrating).

- Giving opinion includes functions such as (asking for an opinion, giving an opinion, agreeing, disagreeing and predicting).

- Requesting includes functions such as (requesting, asking favors and accepting or refusing a request). Directing includes functions such as (encouraging, persuading, suggesting, advising, instructing, and threatening).

Sociolinguistic competence, on the other hand, is defined as the awareness of how to speak appropriately in different situations and to different people, with varying degrees of formality. Here, the focus is on politeness strategies which entails that the more distant the social relationship between the speaker and hearer, the more politeness markers we would expect to be required.

*4 Strategic Competence:* In addition to the other three competencies, effective speakers use compensatory and achievement strategies for example; (gestures, circumlocution, topic selection...etc) to assist when they do not know all the words to say.

According to Scarcella & Oxford, strategic training helps students to manage output in the form of the following skills: (interrupting, asking for clarification, asking for explanation and changing the topic). Here it is clear that strategic competence subsumes many of the skills involved in other competencies. Moreover, it includes other sub-skills such as compensatory and achievement strategies.

Fluency, although not a main component either in communicative competence models or conversational models, is adopted in the current study. Fluency is related to using all speaking skills in the context of the time-bound nature of speaking. It relies on the speaker's ability to use facilitation skills (fillers, lexical phrases, ellipsis...etc.) and compensation skills (self-correction, rephrasing, or repeating) to cope with ongoing fast communication.

### 3 THE SUBJECT OF STUDY

Nowadays English has acquired the status of an international language. It has become an integral part of modern culture, economy, politics, sports, education, art, tourism, science. It should be noted that oral and written communication in English has become a reality and a necessity: we often encounter TV broadcasts, instructions in English, as well as communication with foreigners, both in life and via the Internet. Thus, the purpose of teaching a foreign

language is the formation of communicative competence, which includes both linguistic and socio-cultural competence (Alonso and Rocío, 2012).

Modern technical means of education are good aids in solving these tasks.

Assistants in solving these problems. Audio-visual media occupy a special place among them: movies, video-programs and educational television.

The subject of our study is the use of audiovisual forms in teaching English.

It may be noted that the introduction of video into the learning process changes the nature of a traditional lesson, makes it more lively and interesting. In addition, the use of video contributes to broadening the general outlook of students, enriching their vocabulary and knowledge of the country (Shabiralyani et al., 2015). Another advantage of a video film is its immediacy of portrayal of reality, a special manner of communication between the presenter and the audience (if it is a TV show), the use of close-up, unobtrusive presentation of information, brilliance, and the presence of background music. That is, conditions are created as close to natural as possible (natural language environment is a set of speech and non-speech conditions that reflect the life, culture and traditions of native speakers of the language in the facts of the language).

There are a huge number of videos that can be used. These can be commercials or interviews with famous people, cartoons or plot from world blockbusters, fragments of news and television programs. According to the style of information transmitted, they can be divided into the following:

- artistic (cartoons, various feature films, fragments of plays);
- popular science, journalism (interviews, documentaries and educational films);
- informational (advertisements, news-recordings, television programs);
- country studies (video-excursions) (Patti et al., 2017).

Undoubtedly, preference should be given to authentic materials. Authentic video materials have different methodological features. According to the genre/thematic focus they can be divided into 3 groups:

- entertainment programs (dramatic works of all kinds, shows, "musical" videos, sports and entertainment programs, etc.);
- programs based on factual information (documentary videos, TV discussions, etc.);

- "short programs" (shorties), lasting from 10 seconds to 10-15 minutes (news, weather forecast, results of sports events, advertisements, etc.).

Video can be used to teach all kinds of speech activities, especially in the learning of listening and speaking, also in exercises for teaching language aspects.

- reading a brief summary of the content of the fragment and finding during the viewing of that part of it that is incorrect, does not correspond to reality;
- preceding the demonstration of a feature film by consecutive reading of parts of its script in order to extract the main information and to prepare for the perception of the film.

The following exercises can be used to teach speaking:

- watching a video fragment without sound and answering questions about where the interlocutors are, what is the relationship between them, the differences in status;
- viewing a video clip without sound and determining which of the two dialogues offered on the card (official or unofficial) corresponds to it.

Exercises designed to teach monological speech include:

- composing a story about what has already happened by a certain point in the video episode.
- suggesting what will happen next;
- reconstructing the missing part of the plot of the video episode (the beginning, the end, or the climactic event in the middle of the episode) (Crystal, 2003).

Thus, it can be noted that the introduction of video in the process of teaching foreign languages helps to solve many problems. Video serves as a strong stimulus for learning foreign languages. Trainees get an opportunity to apply and expand their knowledge on unfamiliar authentic material. When students realize that they are able to understand authentic foreign language speech, their self-esteem and motivation to learn the subject increases. At work on a video all four types of communicative activity are involved: listening, speaking, reading and writing. The main attention is paid to listening, the most difficult aspect of learning a foreign language. Video support makes the learning process of listening more effective (Bambaeroo & Shokrpour, 2017).

## 4 ANALYSES

The development of the Internet, as well as the huge variety of computer programs and applications for smartphones, opens up new perspectives for learning a foreign language. They are associated with the

ability to create and the desire to demonstrate their own products in the foreign language being studied, by placing them on the Internet.

Success in learning through communication on the Internet has been proven by many studies and surveys, which confirm not only an increase in the level of language proficiency or the development of intercultural competence of students, but also an increase in student motivation, as soon as the results of his work are published on the Internet for a wide range of users (Barrett et al., 2014.).

As it was mentioned before, priority in teaching foreign languages is given to communicativeness, authenticity of communication, language learning in a cultural context, autonomy and interactivity of teaching.

Obviously, the use of Internet technologies in teaching a foreign language not only helps in the formation of speaking skills, in teaching vocabulary and grammar. The use of information and communication technologies in the process of teaching a foreign language as the main way of developing independent cognitive activity of students is becoming more and more relevant and important. Here, not only new technical means play a role, but also new forms and methods of teaching, a new approach to the learning process, associated, first of all, with the mental operations of analysis, synthesis, abstraction, identification, comparison, verbal and semantic forecasting. Therefore, video casts, for educational purposes, it is advisable to use short-term videos, for example, news programs, as they allow students to concentrate as much as possible on the material they have heard and seen, therefore, to better understand the content of the program and maintain students' interest in the topic of the message. In the modern world, many foreign language teachers use video blogging in the learning process in order to listen to or get a vision of information, as well as create their own products in class or outside of it. The most realistic task of using video casts for educational purposes remains the development of receptive audio-motive skills (Chou and Liu, 2005). Video casts make it possible to approach the organization of such a type of work as listening in a new way. The subject matter, the volume of video casts is extremely diverse, so they can be used at different stages of language learning. In general, the technology for working with video casts coincides with the technology for working on audio text and has a clear sequence in the actions of the teacher and students: preliminary instruction and preliminary assignment; the process of perceiving and comprehending podcast information; tasks that control the comprehension of

the heard text. Therefore, when selecting video casts for the content of training and developing assignments for them, the teacher must follow the basic principles of the requirements for working with audio text. In addition, a foreign language teacher, when selecting training content, must take into account the fact that both professionally created video casts and amateur video blogs are found on the Internet, which are inferior in quality to the offered content. In the context of an activity-based approach in teaching a foreign language, students can be asked from the whole variety of audio and video materials on the network to independently choose the necessary excerpts on given topics for independent listening, processing and didactic comprehension - preparing tasks and exercises for their colleagues in the spirit of the method "teaching through learning". In this case, the principle of autonomy of learning and self-regulation of learners are realized. At this stage, they use the resources of video blogs or podcast terminals, and to create exercises, special generators (for example, applications <http://lingofox.dw.de> or [http://www.goethe.de/lhr/prj/usg/deindex .htm](http://www.goethe.de/lhr/prj/usg/deindex.htm), Hot Potatoes or Purpose Games toolkits) that allow you to submit assignments online or in print (Lambert & Cuper, 2008.). Consequently, video casts as a media carrier are, along with other resources, an integral technical means of teaching a foreign language, and allowing solving complex problems of foreign language education. The skills and abilities formed with the help of podcasting technology go beyond the limits of a foreign language competence, even within the framework of the linguistic aspect. The Internet develops the social and psychological qualities of students: their self-confidence and their ability to work in a team; creates an environment conducive to learning by acting as a vehicle for an interactive approach. In addition, the use of video casts in teaching demonstrates the mobility of the modern education system as a whole, its adaptive nature, i. e. timely adaptation to innovative technologies (Avvisati et al., 2013).

Students are always interested in working with sites on the Internet, since they can be used not only in the classroom, but also listened to or viewed with the help of mobile applications, which are currently very popular among young people. The use of podcasts is also possible for students with limited language skills, as training podcasts often contain transcripts that can be read after listening or during listening. Authentic podcasts are often not deducted, so they need to be carefully and carefully selected to match the age and knowledge of the learners.

## 5 RESULTS

Working with audio and video podcasts, you can achieve various goals in a foreign language lesson:

- actual facts from the geography of the country of the target language 38 to study relevant information about the life of foreign countries, it is necessary to use authentic material (podcasts or video casts), which may, for example, be daily used at the beginning of the lesson.

At the end of each lesson, the teacher shows or gives to listen to a little material about the life of a foreign country, and at the beginning of the next lesson one of the students tells about it in his own words. To systematize audiovisual skills and receive regional geographic information. Currently, along with a variety of authentic podcasts, there are also so-called sites with didactic materials that allow you to listen to various regional geographic material. The length of these audio-video files is 8-11 minutes; they are designed for an initial or intermediate level of language proficiency. These podcasts contain interviews, authentic stories or songs that are told by the host. These podcasts can be listened to online or downloaded to your own media. Communication Skills Training Creating your own podcasts can support learners in training their own communication skills. When creating their own podcasts, students try to create their own show, prepare a topic for listening or watching the show, and present it. Sometimes it happens that for the first time students hear their own speech in a foreign language and realize that they can really speak a foreign language, thereby increasing their own motivation to learn a foreign language. When creating their own audio-video recording, they will not only have to overcome their own fear and embarrassment, but also learn to spontaneously overcome the problems associated with communication in a foreign language. Through working with podcasts, they learn that they must communicate certain information to the listeners, which will not only be understandable and accessible to them, but also it must be formulated correctly, directed to a specific target audience. Therefore, it is extremely important, not only to create your own podcast, but also to publish it, present it, give an opportunity to comment to classmates, thereby increasing the motivation of students.

Currently, there is an active introduction of innovative multimedia technologies in the process of teaching foreign languages. The main emphasis is placed on equipping institutions of higher education with computers and subsequent connection to the Internet. Every year this process is becoming more

and more rapid, as the Russian government has been tasked to reform the education system in order to improve learning. In this connection, multimedia technologies are increasingly used in the teaching of foreign languages, the range of which has expanded noticeably: from the creation of training programs to the development of new learning tools such as podcasts.

- The ability to download podcasts for free to a tablet computer, multimedia player, cell phone, etc., and then watch/listen to them at a convenient time and place;

- availability of universal formats of audio and video files, which allows their playback on most portable devices;

- Frequency, or seriality, of creating new podcasts;

- The ability to subscribe, which means that the user is automatically informed about new podcasts as they appear;

- authenticity of audio and video materials;

- the presence of text (script) for the audio file or subtitles for the video file.

Having analyzed the scientific literature on the problem of research, let us note the didactic potential of podcasts:

1. authenticity. Most podcasts are created by native speakers in the countries of the target language, therefore, they not only represent the socio-cultural reality of the country of the target language and demonstrate a combination of verbal and non-verbal codes of foreign-language communication, but also contain information related to the professional activities of future specialists and show the functioning of language as a means of professional communication in the natural environment.

2. Multifunctionality. Podcasts are multifunctional, as they can be used to develop several types of speech activities: reading, speaking, writing, listening, when teaching a foreign language. In addition, podcasts communicate knowledge about the culture of the language being studied, thereby building sociocultural competence. Knowledge of a foreign language, culture, traditions, customs, country of the studied language undoubtedly gives great advantages to the future specialist: it is easier to find a job, there are more chances to integrate into the society with market economy, to know consciously and fully the culture of other nations, to understand the world problems more deeply.

3. Media competence (media competence). In order to work with podcasts, basic computer skills need to be formed: the ability to download files from the Internet, transfer them to mobile devices, edit and

transcode them, if necessary. All this is possible with the formation of media competence, i.e., knowledge, abilities, skills, motives that contribute to media education activities in the process of teaching English.

4. Relevance. Podcast service allows you to subscribe to receive new podcasts and regularly replenish your archive with new audio and video materials. Thus, every day we can download new audio and video files with information about current events in different areas of life, which can be used in English classes.

5. Multichannel perception is based on the simultaneous perception of visual and auditory information. Information is received through visual and auditory channels. The visual channel serves for perception of objects, actions, thus contributing to comprehension of a sequence of sounds, captured by the auditory channel. Simultaneous perception of visual and audio images, which coincide with them in time and meaning, is expressed in the so-called visual-audio synthesis, which makes it possible to judge what is said more completely than if the messages come in separately.

6. Interactivity, i.e. a dialog mode of work of the user with the mobile device at which he can independently choose the information interesting him, speed and sequence of its transfer.

7. Motivation. Satisfaction of cognitive motives when learning a foreign language forms a stable motivation of constant work with it: knowledge of a foreign language facilitates access to scientific and practical information, helps to establish international scientific and personal contacts, expands possibilities of future professional activity of students.

In this regard, when organizing foreign language teaching with the use of podcasts, one cannot ignore such an important function of the podcast as creating a motivational basis for learning. The podcast, being a powerful motivational tool, has a strong emotional impact on the students due to the effect of complicity. Combination of cognitive and emotional causes increased interest in learning a foreign language, has a positive impact on memorization of educational material, compensates for the lack of attention, increases the educational aspect of learning.

8. Compliance with individual characteristics. Mobility of the used technical means (tablet computer, multimedia player, etc.) allows you to refer to podcasts at any time, including outside the educational institution. Access to such learning tool as podcasts outside of the classroom provides a chance to study a foreign language in your free time

and work according to your individual peculiarities of information perception.

Educational podcasts devoted to the study of foreign languages allow solving a number of methodological problems, including the formation of auditory skills and skills of understanding foreign language speech by ear, the formation and improvement of auditory-pronunciation skills, the expansion and enrichment of vocabulary, the formation and improvement of grammar skills, the development of speaking and writing skills (Ananiadou, and Claro, 2009).

Significant didactic capabilities of podcasts and their effectiveness in teaching English were revealed during the experimental work in the conditions of PSU. The pedagogical experiment was conducted during one semester, a total of 42 fourth-year students of the "Foreign Language" specialty were involved. Note that the number of students in the experimental and control groups turned out to be the same, all students were about the same age, in each group there were students with both high levels of learning and with medium and low levels of learning. From the above, we can conclude that it was possible to create identical conditions for the experiment in both groups.

The pedagogical experiment consisted in the fact that in the process of teaching English in the experimental group not only the standard set of textbooks was used, but also a series of podcasts. In the control group, no additional teaching aids were used.

When selecting podcasts for the experimental group, we considered the following principles:

- The principle of correspondence to the content of professional education;
- The principle of authenticity (podcasts are voiced by native speakers, reflecting not only the peculiarities of the language and science in the student's specialty, but also the life, history, and culture of the country of the studied language);
- The principle of correspondence of the linguistic content of podcasts to the level of language training of students;
- The principle of correspondence of the podcast content to the interests of students;
- The principle of relevance and novelty;
- The principle of quality of sound and artistic design.

During the organization of teaching English in the experimental group.

The following stages of work with podcasts were observed in the experimental group: pre-

demonstration, demonstration and post-demonstration.

The pre-demonstration stage of work with the podcast began with the creation of the installation, the nature of which depended on the purpose of the demonstration. The variants of the settings include announcement of the purpose of viewing, indication of the main features of the podcast, and definition of questions to summarize. The form of creating the setup also varies: writing down the questions, highlighting the purpose, a preliminary indication of the main features of the podcast, the nature of the work that follows. The right attitude largely predetermines the stability of attention and the final pedagogical effect in the form of gaining new knowledge.

While watching a podcast (demonstration stage) it is possible to draw students' attention to the most important episodes and shots, but it is inadmissible to distract students from watching it, to supplement the content of the podcast or to give directions for further work. If you need to supplement or give instructions for further work, you should use the pause.

After viewing the podcast (post-demonstration stage), a short pause (1-2 minutes) is required so that the impression from the information is calmed down and determined. At this stage students were offered the following options: to talk about the content of the podcast (on the questions, tasks at the stage of installation), to fill in a table or make a plan on the content of the podcast, to write an essay, review, feedback on the podcast, etc.

The results of the pedagogical experiment were known at the end of the semester after the final control work. The control work was the same for the experimental and control groups, contained tasks for checking the assimilation of new lexical units, grammar rules, linguocountry information for the last semester. Fig. 1 shows the results of the control work.

- ✓ excellent
- ✓ good
- ✓ satisfactory
- ✓ unsatisfactory
- Control group
- Experimental group

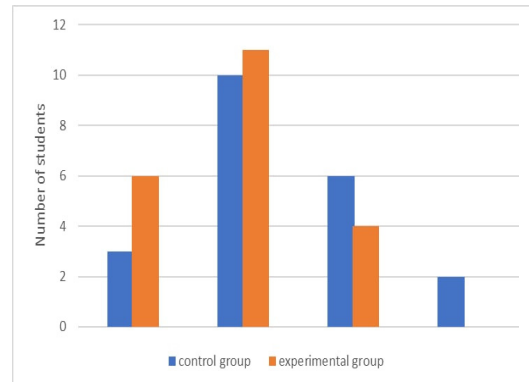


Figure 1: Comparison of the results of control work in the experimental and control groups

## 6 CONCLUSIONS

After analyzing the results of the experiment, it was noted that in the experimental group there were more students with high levels of learning and fewer students with low levels of learning. The students doing "excellent", of course, coped with the control work, a few students "shockers" also managed to get "A's", some students, usually doing "satisfactory", were able to show good results. The situation in the control group was stable, the results of the control work in general correspond to the typical results of the students, no significant changes in academic performance were noticed.

The experiment showed that podcasts provide a large informative capacity of the language material, increased cognitive activity of students, increased motivation due to the emotional presentation of educational information, a high degree of visualization of educational material, allow individualization of learning, contribute to the differentiation of students, taking into account their personal characteristics and rates of learning, as well as intensification of independent work.

The process of learning English becomes interesting and as a result - effective. Podcasts give an incentive to learn English, not only in the classroom, but also in extracurricular activities (Roviqur Riziqien Alfa, 2020). As a consequence, it is no exaggeration to say that podcasts are an indispensable and innovative learning tool that should be included in the English language learning process at the university.



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