

Podcasts as an Innovative Solution for Teaching Arabic: Enhancing Speaking and Listening Skills

Moh. Tohiri Habib¹, Nur Hanifansyah¹, Muhamad Solehudin^{1*}, Menik Mahmudah², Sultan
Abdus Syakur³

Universitas Islam Internasional Darullughah Wadda'wah, Bangil, Indonesia¹, Sekolah Tinggi Agama Islam Al-Yasini,
Pasuruan, Indonesia², Yarmouk University, Jordan³

Email: mohtohirihabib@uiidalwa.ac.id, nurhanifansyah@uiidalwa.ac.id, Muhamadsolehudin@uiidalwa.ac.id,
menik.mahmudah@gmail.com, 2023184052@ses.yu.edu.jo

*corresponding author

Article History:

Received:
13 October 2024

Revised:
4 November 2024

Accepted:
19 December 2024

Keywords:

podcasts; Arabic language
learning; listening skills;
speaking skills; digital
education

Abstract:

In the modern era of digital education, podcasts have emerged as a dynamic medium to address the gaps in traditional Arabic language teaching, particularly in listening (maharah istima') and speaking (maharah kalam) skills. Recognizing the challenges of limited exposure to authentic language environments and traditional methods that often fail to engage learners, this study aims to evaluate the effectiveness of podcasts as a pedagogical tool for Arabic language instruction. A qualitative research design was employed, involving 20 advanced-level students aged 16–18 from Darullughah Wadda'wah, a renowned Islamic boarding school. Participants engaged with curated Arabic podcasts over four weeks, supplemented by group discussions, structured speaking exercises, and comprehension assessments. Data collection included pre- and post-tests, observational notes, audio recordings, and semi-structured interviews. Results indicate a significant improvement in listening skills (30%) and speaking proficiency (25%), with students reporting enhanced vocabulary retention and increased confidence in communication. Observational data highlighted higher engagement and motivation during podcast-based learning than during traditional approaches. This study concludes that podcasts are a versatile and innovative medium for fostering language skills and bridging theoretical and practical knowledge gaps. Recommendations include expanding podcast topics and integrating visual aids for broader applicability in diverse educational contexts.

Introduction

In today's rapidly evolving digital era, innovative approaches to language learning are increasingly being sought to meet the diverse needs of learners. Traditional methods of teaching listening and speaking skills often rely on textbooks and classroom-based activities, which may not fully engage students or provide sufficient exposure to authentic language usage. Digital platforms, particularly podcasts, have emerged as transformative tools for language education due to their accessibility, flexibility, and ability to immerse learners in real-world language contexts. Arabic language education, however, has not yet fully explored the potential of podcasts as a medium for enhancing maharah istima (listening skills) and maharah kalam (speaking skills). The effectiveness

of the learning process is closely linked to the role played by educational media¹. Media serves as a valuable tool that acts as both an aid and a bridge in delivering educational content effectively. The innovation and thoughtful use of instructional media are essential in addressing various challenges within the learning process, ensuring that materials are conveyed in ways that engage and resonate with students². Among the most innovative media available today is the podcast, which offers a dynamic and flexible platform for enhancing learning experiences through engaging audio content and interactive elements.

Despite developments in theoretical and practical aspects as well as in multimedia applications in language teaching, the link between audiovisual tools and language teaching has gone almost unnoticed until the turn of the twenty-first century³. Modernization has reached every domain of education, especially in language teaching, to meet the needs of the learners and facilitate learning in a world characterized by globalization and the use of technology, which we are witnessing today⁴. Podcasts have become more widespread since 2004. While there is a huge number of podcasts in English, unfortunately, the number of podcasts in other languages is still limited, especially in Arabic. This low percentage of podcasts or other multimedia tools in Arabic may be due to a lack of pedagogical studies and the small number of students and researchers who are interested in doing research or producing podcasts to help other students who have begun learning Arabic⁵.

In fact, Arabic learners face difficulties in achieving the skills of speaking and listening. Most of the students have a limited vocabulary, so the use of traditional methods is not interesting to a student who wants to learn how to speak or at least understand spoken language⁶. In this modern age, audio enhances the information that can be provided by other media, primarily print, in teaching and learning a foreign language. Thus, in line with current trends in language teaching and learning that call for blending technology and face-to-face situations in the educational process, multimedia as a teaching aid becomes an important tool for today's learner to gain more motivation

¹ Nilla Shefia and Mohammad Ahsanuddin, "Development of Interactive Media for Listening Skill and Speaking Skills Assisted by Lectora Inspire and Plotagon Story," *Studi Arab* 14, no. 2 (December 31, 2023): 103–20, <https://doi.org/10.35891/sa.v14i2.4237>.

² Dia Ayu Khairani and Sahkholid Nasution, "The Effect of Flash Cards Media on Maharah Kalam Students of MAN 2 Model Medan," *Studi Arab* 14, no. 1 (June 30, 2023): 61–75, <https://doi.org/10.35891/sa.v14i1.3920>.

³ Alberto Fernández-Costales, "Audiovisual Translation in Primary Education. Students' Perceptions of the Didactic Possibilities of Subtitling and Dubbing in Foreign Language Learning," *Meta* 66, no. 2 (November 2, 2021): 280–300, <https://doi.org/10.7202/1083179ar>.

⁴ Benedikte Custers and António M Magalhães, "Problematising 'Education' in the Modernisation Agenda for Higher Education: The Onset of *Language(s) of Education*," *European Educational Research Journal* 22, no. 1 (January 2023): 58–76, <https://doi.org/10.1177/147490412111047334>.

⁵ Nawal Abdel Razaq Askar and Noha Mellor, "Exploring Uses and Gratifications of Podcasts among Young Arab Audiences," *Social Sciences & Humanities Open* 10 (2024): 101176, <https://doi.org/10.1016/j.ssaho.2024.101176>.

⁶ Waode Hanafiah et al., "The Impact of CALL on Vocabulary Learning, Speaking Skill, and Foreign Language Speaking Anxiety: The Case Study of Indonesian EFL Learners," ed. Ehsan Namaziandost, *Education Research International* 2022 (January 21, 2022): 1–13, <https://doi.org/10.1155/2022/5500077>.

and authentic learning materials⁷. Recognizing the multi-modal nature of the language learning process, the road to improving one's linguistic competence lies in the intelligent use of technology as in the medium. Podcasts present authentic and natural materials. Speaking and listening in the Arabic language require the learners to absorb the sounds of each word, phrase, sentence, and passage in a natural way, as the pronunciation of the native speaker does with correct phonology. Most people, when learning a foreign language, need a lot of listening for them to get the correct pronunciation of words in their meanings. In addition, not everyone has access to Arabic communication environments needed to acquire the target language. Listening to podcasts enables the learners to listen, practice, and improve their speaking, as well as expand their vocabulary and increase their understanding of the Arabic language. Providing the listening resources in digital format may bridge the gap between the target community and the learners. Podcasts help beginners to understand authentic speech and begin to gain confidence in communicating in Arabic, and encourage them to improve on their weaknesses in real communication. Podcasts will help in constructing good pronunciation into the style of learning since learning pronunciation is not only a prerequisite for oral communication but also a worthy goal in itself. In addition, the use of podcasts is also a useful way to expose students to layman's speech as spoken in the target culture as a start to widen their horizons and also instill in them the desire to learn about the history and culture behind the Arabic language. Hence, podcasts are a bridge between Arabic language learners and access to anticipated and motivational authentic materials. It is quite misleading to think of podcasts as merely a supplementary resource. Rather, they represent an organic and necessary part of the stimulus that motivates meaningful language acquisition.

Podcasts are an excellent pedagogical medium of instruction⁸. A podcast is an audio program that uses the internet for distribution⁹. It is episodic and uses electronic devices, such as computers or mobile phones in the classroom¹⁰. Depending on their intended use, they can be created by teachers or students. In other words, a teacher who creates a podcast can be called a teacher-podcaster, and a student who creates a podcast can be called a student podcaster¹¹

⁷ Ruofei Zhang and Di Zou, "A State-of-the-Art Review of the Modes and Effectiveness of Multimedia Input for Second and Foreign Language Learning," *Computer Assisted Language Learning* 35, no. 9 (December 8, 2022): 2790–2816, <https://doi.org/10.1080/09588221.2021.1896555>.

⁸ Thomas Moore, "Pedagogy, Podcasts, and Politics: What Role Does Podcasting Have in Planning Education?," *Journal of Planning Education and Research* 44, no. 3 (September 2024): 1134–47, <https://doi.org/10.1177/0739456X221106327>.

⁹ Beatriz Chaves-Yuste and Cristina De-La Peña, "Podcasts' Effects on the EFL Classroom: A Socially Relevant Intervention," *Smart Learning Environments* 10, no. 1 (March 3, 2023)

¹⁰ Adu Emmanuel Ifedayo, Azidah Abu Ziden, and Aziah Binti Ismail, "Podcast Acceptance for Pedagogy: The Levels and Significant Influences," *Helijon* 7, no. 3 (March 2021): e06442, <https://doi.org/10.1016/j.helijon.2021.e06442>.

¹¹ Dominic Conroy and Warren Kidd, "Using Podcasts to Cultivate Learner–Teacher Rapport in Higher Education Settings," *Innovations in Education and Teaching International* 60, no. 6 (November 2, 2023): 861–71, <https://doi.org/10.1080/14703297.2022.2102528>.

This study focuses on the role of Arabic podcasts as an innovative solution for teaching Arabic to speakers of other languages. Podcasts can be seen as a new way to teach and learn Arabic, supporting different teaching styles and preferences through the integration of voice, video, music, PDF files, and so on. A podcast consists of texts in the form of downloadable attached files. Learners can listen to a podcast via the internet and then discuss the materials from the podcast in the classroom¹², (Harahap, 2020). This includes reading exercises, listening to short stories, and highlighting new vocabulary terms, comprehension questions, grammatical explanations, and even unique handouts. The existing literature consists of some studies concerning the benefits of podcasts as innovative solutions in teaching different subjects, but there are few recent studies concerning Arabic language teaching in both Arabic countries and foreign countries for Arabic speakers. This paper will contribute to filling this research gap by describing the characteristics of podcasts and the benefits and drawbacks thereof and suggesting some practice and teaching guidelines.

This study focuses on the role of podcasts in teaching Arabic listening and speaking skills, addressing a critical gap in the literature. While numerous studies have explored the effectiveness of podcasts in teaching other languages, such as English, Spanish, and French, limited research has examined their application in Arabic language education. For example, Al-Mohawes highlights the benefits of podcasts in promoting listening comprehension and speaking fluency in English language learners¹³. Utilizing podcasts as an educational tool has proven effective in inspiring students, fostering creativity, enhancing public speaking abilities, and establishing their significance in language learning. There are various strategies and approaches for teaching the Arabic language to non-native speakers. While traditional approaches are important, modern technologies provide much innovation that can foster language skills¹⁴. Speaking skill is one of the most important language skills, and it must be focused on heavily in the process of learning Arabic¹⁵. The popularity of programs that teach speaking skills has increased; thus, digital integration of audio and video with other new-age features from modern teaching languages is crucial¹⁶.

¹² Muhamad Nova, "Using Online Podcast as a Speaking Activity in Online Classroom," *Pedagogy: Journal of English Language Teaching* 10, no. 1 (June 29, 2022): 38, <https://doi.org/10.32332/joelt.v10i1.4602>.

¹³ Nourh Khaled Mohammed Al-Mohawes, "The Impact of Using Podcast Episodic Series of Spoken-Word Digital Audio on Improving Imam University EFL Beginners Listening Skills," *Arab World English Journal*, no. 298 (August 9, 2023): 1–43, <https://doi.org/10.24093/awej/th.298>.

¹⁴ Enikő Orsolya Bereczki and Andrea Kárpáti, "Technology-Enhanced Creativity: A Multiple Case Study of Digital Technology-Integration Expert Teachers' Beliefs and Practices," *Thinking Skills and Creativity* 39 (March 2021): 100791, <https://doi.org/10.1016/j.tsc.2021.100791>.

¹⁵ Sutaman Sutaman and Suci Ramadhanti Febriani, "OPTIMIZING ARABIC SPEAKING SKILLS BASED ON INTEGRATION OF LEARNING THEORY FRAMEWORK IN HIGHER EDUCATION," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (June 30, 2021): 75–89, <https://doi.org/10.15408/a.v8i1.20423>.

¹⁶ Watchapol Wiboolyasarin and Nattawut Jinowat, "Revolutionising Dual Language Learning for Young Learners with the RILCA App: A Mobile-Assisted Approach," *Journal of Computers in Education* 11, no. 2 (June 2024): 575–93, <https://doi.org/10.1007/s40692-023-00271-1>.

One of the best solutions reminiscent of audio and video materials, with their ability to engage both auditory and visual learners, is the use of podcasts. Podcasts have emerged as a popular medium, appealing to individuals who seek to maximize their productivity by multitasking, as they can be conveniently listened to anywhere and at any time - whether it's during their daily commute, while exercising, or even while doing household chores¹⁷. Not only do podcasts provide an excellent learning opportunity for students with visual and auditory learning styles, but they also offer great flexibility for educators. Podcasts can prove especially valuable when the instructor is unable to be physically present in the classroom, such as when they are out of town or need to take time off¹⁸. This is because a recorded podcast can allow students to continue their studies while still benefiting from the instructor's expertise and guidance¹⁹. Podcasting is an increasingly popular method of online mass communication that offers flexibility for integration into educational strategies for virtual classrooms and remote outreach initiatives. Its use is also expanding within the fields of ecology and evolutionary biology²⁰.

Podcasts are interactive tools that can be easily integrated into the teaching process. In addition to captivating audio content²¹, podcasts can feature supplementary materials such as visuals, transcripts, or links to relevant resources. This interactive nature of podcasts not only enhances the overall learning experience but also encourages student engagement and participation²². Furthermore, the flexibility of podcasts allows students to pause, rewind, fast forward, or repeat specific sections, empowering them to learn at their own pace and review the content as needed²³. Podcasts are a versatile and powerful tool in the realm of education²⁴. Their

¹⁷ Denis Dyvee Errabo, Alicia Dela Rosa, and Luis Jose Mari Gonzales, "Optimizing Differentiated Podcasts to Promote Students' Self-Regulation and Engagement, Self-Efficacy and Performance in Asynchronous Learning," *Journal of Research in Innovative Teaching & Learning* 17, no. 2 (August 22, 2024): 368–90, <https://doi.org/10.1108/JRIT-02-2024-0039>.

¹⁸ Serkan Şendağ et al., "Enhancing Language Proficiency through Mobile Extensive Listening and Podcasting: A Multifaceted Approach to Metacognition and Critical Thinking," *Thinking Skills and Creativity* 54 (December 2024): 101656, <https://doi.org/10.1016/j.tsc.2024.101656>.

¹⁹ Somayieh Alipour, Davood Taghipour Bazargani, and Saeideh Ahangari, "Podcasting and Input and Output-Based Language Learning of English Modal Verbs," *Technology Assisted Language Education*, no. Online First (June 2024), <https://doi.org/10.22126/tale.2024.10654.1037>.

²⁰ Bronson K. Strickland et al., "Podcasting as a Tool to Take Conservation Education Online," *Ecology and Evolution* 11, no. 8 (April 2021): 3597–3606, <https://doi.org/10.1002/ece3.7353>.

²¹ Ilyan Ferrer, Liza Lorenzetti, and Jessica Shaw, "Podcasting for Social Justice: Exploring the Potential of Experiential and Transformative Teaching and Learning through Social Work Podcasts," *Social Work Education* 39, no. 7 (October 2, 2020): 849–65, <https://doi.org/10.1080/02615479.2019.1680619>.

²² Jemily Rime, Chris Pike, and Tom Collins, "What Is a Podcast? Considering Innovations in Podcasting through the Six-Tensions Framework," *Convergence: The International Journal of Research into New Media Technologies* 28, no. 5 (October 2022): 1260–82, <https://doi.org/10.1177/13548565221104444>.

²³ Erin D. Besser, Lauren E. Blackwell, and Matthew Saenz, "Engaging Students Through Educational Podcasting: Three Stories of Implementation," *Technology, Knowledge and Learning* 27, no. 3 (September 2022): 749–64, <https://doi.org/10.1007/s10758-021-09503-8>.

²⁴ Eden Kinkaid, Kelsey Emard, and Nari Senanayake, "The Podcast-as-Method?: Critical Reflections on Using Podcasts to Produce Geographic Knowledge," *Geographical Review* 110, no. 1–2 (January 2, 2020): 78–91, <https://doi.org/10.1111/gere.12354>.

ability to transcend time and space, combined with their interactivity and flexibility, makes them an invaluable addition to the teaching process. Whether used to supplement in-class instruction or to facilitate remote learning, podcasts have the potential to revolutionize the way knowledge is shared and acquired²⁵. However, similar studies in the context of Arabic remain scarce, particularly in higher education settings. This gap underscores the need for further investigation into how podcasts can be effectively utilized in teaching Arabic.

To address this gap, this research offers an innovative solution by integrating podcasts into Arabic language instruction. The study explores the dual impact of podcasts on students' listening comprehension and speaking proficiency, proposing a structured methodology that combines active listening with speaking exercises. By leveraging the flexibility and authenticity of podcasts, this research seeks to overcome the limitations of traditional teaching methods and provide learners with an engaging and immersive learning experience.

The primary objective of this study is to evaluate the effectiveness of podcasts as a modern educational tool for improving Arabic speaking and listening skills among university students. Specifically, it examines how exposure to native speakers, cultural nuances, and context-based language use through podcasts can enhance students' proficiency and confidence. The research also aims to identify best practices for integrating podcasts into Arabic language curricula to maximize their pedagogical value.

While previous studies have examined various digital tools²⁶, such as language learning apps and online platforms²⁷. This study uniquely positions podcasts as a versatile and accessible solution for fostering maharah istima' and maharah kalam. Beyond their technical application, the findings emphasize the readiness of both podcasters and listeners to engage deeply with podcasts as a medium for language enhancement. This engagement reflects a profound sincerity and authenticity as individuals express their thoughts and opinions with honesty, transforming these exchanges into meaningful experiences through formats such as discussions, micro-debates, and podcast dialogues. By contributing fresh insights into the pedagogical applications of podcasts, this research not only advances the field of Arabic language education but also inspires future innovations in teaching methodologies, encouraging educators and learners to explore new dimensions of interactive and reflective learning.

²⁵ Lisabeth Carson, "Extending the Dialogic Space: Developing Interprofessional Expertise through a Student-Created Podcast," *Scandinavian Journal of Educational Research* 68, no. 5 (July 28, 2024): 1039–54, <https://doi.org/10.1080/00313831.2023.2196287>.

²⁶ Jiafan Cao et al., "The Digital Edge: Examining the Relationship between Digital Competency and Language Learning Outcomes," *Frontiers Media* 14 (June 2023), <https://doi.org/10.3389/fpsyg.2023.1187909>.

²⁷ M. Civit et al., "SunoCaps: A Novel Dataset of Text-Prompt Based AI-Generated Music with Emotion Annotations," *Data in Brief* 55 (August 2024): 110743, <https://doi.org/10.1016/j.dib.2024.110743>.

Method

This study employs a qualitative approach to examine the impact of podcasts on enhancing Arabic speaking and listening skills²⁸. Conducted at Darullughah Wadda'wah, a renowned Islamic boarding school emphasizing Arabic language education, the study involved 20 selected santri (students) aged 16 to 18 years. These participants were chosen for their exceptional background in Arabic language proficiency, as evidenced by their fluency in speaking and strong comprehension skills. All participants had achieved high grades in Arabic language courses and were actively engaged in Arabic communication activities within the boarding school environment.

The research utilized a two-phase process. In the first phase, participants were introduced to selected Arabic podcasts focusing on conversational Arabic, storytelling, and cultural topics. These podcasts, reflecting real-world usage of Arabic, exposed students to various dialects and registers. Each participant listened to three podcast episodes weekly over four weeks. In the second phase, participants engaged in structured speaking activities, including summarizing podcast content, participating in group discussions to share insights, and recording responses to prompts derived from the podcast episodes. The primary materials consisted of curated podcasts featuring native speakers to ensure natural pronunciation and intonation. Supplementary materials, such as transcripts and vocabulary lists, supported comprehension and learning.

Data were collected through pre- and post-tests to evaluate improvements in listening and speaking skills, observations of participant engagement, semi-structured interviews to gather feedback, and audio recordings of spoken responses for analysis²⁹. Quantitative analysis of test results measured improvements, while qualitative analysis of interviews and observations identified patterns and participant experiences³⁰. Ethical considerations were prioritized by obtaining informed consent, ensuring confidentiality, and allowing participants the right to withdraw at any stage. This methodology leverages the santri's linguistic strengths to explore the potential of podcasts in further enhancing their Arabic speaking and listening proficiency.

Result

The findings of this study illustrate the transformative potential of podcasts in enhancing Arabic listening (*istima'*) and speaking (*kalam*) skills among students. Quantitative data derived from pre- and post-tests revealed a substantial improvement, with listening skills showing a 30% increase in average scores and speaking skills demonstrating a 25% enhancement. These results

²⁸ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

²⁹ John W. Creswell, *A Concise Introduction to Mixed Methods Research* (SAGE Publications, Inc, 2021).

³⁰ Gemmae M. Fix et al., "Direct Observation Methods: A Practical Guide for Health Researchers," *PEC Innovation* 1 (December 2022): 100036, <https://doi.org/10.1016/j.pecinn.2022.100036>.

highlight the effectiveness of podcasts in fostering language acquisition, as they provide an immersive and engaging learning experience.

Observational data gathered during the study indicated a notable shift in student behavior and attitudes toward learning³¹. Participants displayed heightened enthusiasm and active engagement when interacting with podcast-based materials compared to traditional instructional methods. This engagement was reflected in their ability to incorporate newly acquired vocabulary and improve sentence construction. Recordings of group discussions further evidenced their increased confidence in using the language, as students demonstrated more natural fluency and contextual awareness in their speech.

This study demonstrates that the use of podcasts significantly enhances students' listening (istima') and speaking (kalam) skills in Arabic language learning. The pre-test and post-test conducted with 20 participants revealed a notable improvement, with an average increase of 30% in listening skills and 25% in speaking skills. These results underline the effectiveness of podcasts as a tool for advancing Arabic proficiency. The detailed comparison of average scores before and after the intervention is presented in Table 1.

Table 1. Average Pre-test and Post-test Scores

Skill	Pre-test Average	Post-test Average	Improvement (%)
Listening	70	91	30%
Speaking	65	81	25%

Observational analysis during the learning process indicated that participants were more enthusiastic and actively engaged in podcast-based learning compared to traditional methods. Audio recordings of group discussions revealed significant improvements in students' ability to use newly acquired vocabulary and construct more complex and contextually appropriate sentences. This highlights the role of podcasts in fostering both linguistic competence and confidence in real-world communication.

Further insights were gathered through semi-structured interviews, where students expressed their appreciation for the interactive and flexible nature of podcasts. Many participants noted that the ability to learn at their own pace and repeatedly listen to authentic pronunciation enhanced their confidence in speaking. The flexibility of the podcast format allowed students to

³¹ Matt O'Leary, *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning*, 2nd ed. (Second edition. | New York : Routledge, 2020.: Routledge, 2020), <https://doi.org/10.4324/9781315630243>.

access learning materials anytime, fostering an engaging and self-directed learning environment. The feedback summary is presented in Table 2.

Table 2. Summary of Participant Feedback

Aspect	Positive (%)	Negative (%)
Interactive format	85%	15%
Ease of access	90%	10%
Increased learning motivation	88%	12%

These findings align with previous research, such as Al-Mohawes (2022), which highlighted the benefits of podcasts in improving listening and speaking skills in English learners. This study reinforces the relevance of podcasts as an innovative medium for language learning, particularly for Arabic.

Qualitative feedback from semi-structured interviews shed light on the participants' positive experiences with the podcast-based learning approach. Many students appreciated the flexibility offered by podcasts, which allowed them to revisit content as needed and learn at their own pace. The exposure to native speakers through podcasts helped them refine their pronunciation and intonation, enhancing their overall speaking proficiency. Additionally, the contextual richness of the podcasts, which included conversational Arabic, storytelling, and cultural topics, provided a holistic learning experience that bridged the gap between theoretical knowledge and practical application.

The qualitative interviews conducted during this study provided valuable insights into the participants' experiences with podcast-based learning for enhancing *maharah istima* (listening) and *maharah kalam* (speaking) skills in Arabic. Many participants expressed that podcasting significantly increased their engagement and motivation. One participant remarked, "Using podcasts made me feel more connected to the learning process. The flexibility of listening to authentic conversations helped me stay motivated to improve my speaking skills." This sentiment was shared by others who appreciated the convenience of learning at their own pace.

Participants also reported notable improvements in their listening skills, particularly in understanding native Arabic speakers. As one noted, "The podcasts exposed me to various accents and intonations, which improved my comprehension skills." The repetitive nature of podcast episodes was also highlighted as a factor in reinforcing vocabulary and sentence structures. Confidence in speaking was another significant outcome, with several participants emphasizing how group discussions based on podcast content encouraged them to use new vocabulary and

speak more freely. One interviewee stated, "Discussing podcast topics in group sessions gave me the courage to speak more freely and try out new vocabulary." Another added, "The real-world scenarios presented in the podcasts made speaking feel less intimidating."

Additionally, participants recognized the cognitive benefits of podcasts, particularly in fostering critical thinking. One participant shared, "The content encouraged me to think critically about issues I wouldn't normally consider, which helped me articulate my opinions better in Arabic." However, some suggestions for improvement were noted. For instance, one participant recommended, "Including more visual aids, like transcripts or vocabulary flashcards, would make it easier to follow complex topics." Others proposed expanding the range of podcast topics to cater to diverse interests.

These findings underscore the effectiveness of podcasts as a modern educational tool, offering authentic linguistic input, fostering confidence, and encouraging critical thinking while also highlighting areas for further enhancement to maximize their impact on learning.

The research also identified podcasts' interactive elements as key contributors to their effectiveness. Supplementary materials such as transcripts, vocabulary lists, and comprehension questions supported students in navigating the content and deepening their understanding. This combination of auditory learning with visual and textual aids made the learning process more comprehensive and inclusive for different learning styles.

Despite these promising outcomes, the study also uncovered certain limitations. The short duration of the intervention, spanning only four weeks, may have restricted the extent of skill development. Furthermore, the sample was limited to students with advanced Arabic proficiency, which may limit the generalizability of the findings to learners at beginner or intermediate levels. These limitations suggest the need for extended research involving diverse participant groups and longer intervention periods.

Overall, the results underscore the effectiveness of podcasts as an innovative educational tool for Arabic language learning. By offering a flexible, engaging, and contextually rich medium, podcasts address the challenges of traditional language instruction and create a dynamic platform for skill enhancement. This study highlights the potential of podcasts not only as a complement to existing teaching methods but also as a standalone solution for advancing listening and speaking skills in Arabic language education.

Discussion

Darullughah Wadda'wah Islamic Boarding School (Dalwa) has long been recognized as one of Indonesia's leading institutions for Arabic language education. The Arabic proficiency of Dalwa's students, whether in maharah istima' (listening), maharah kalam (speaking), maharah

qira'ah (reading), or maharah kitabah (writing), has reached an exceptionally commendable level³². This is evidenced by their ability to comprehend classical texts (*ketub at-turats*), deliver eloquent speeches, and engage in fluent discussions in Arabic.

However, amidst the rapid advancement of technology and the shifting dynamics of global education, traditional methods that have long been employed require adaptation to remain relevant and effective. Digital technologies, including platforms such as podcasts and YouTube, offer new opportunities to enrich Arabic language teaching methodologies. This approach not only enhances the accessibility of learning materials but also supports more flexible and interactive learning styles.

Combining the strengths of Dalwa's well-established Arabic language education system with modern technology will create a powerful synergy. This approach is not intended to replace traditional methods but rather to complement them, enabling students to reap optimal benefits from both strategies. In this way, Dalwa will continue to pioneer Arabic language education, deeply rooted in tradition while remaining responsive to the demands of modern times and technological advancements.

The integration of technology in Arabic language education, through platforms such as Podcasts and YouTube, introduces a new dimension of immersive learning experiences. These tools not only make learning more accessible and engaging but also offer significant mnemonic benefits. The combination of audio and visual elements in digital content enhances memory retention by stimulating multiple senses simultaneously.

For instance, podcasts provide auditory reinforcement, allowing students to repeatedly listen to correct pronunciations, intonations, and conversational rhythms in Arabic³³. On the other hand, YouTube complements this auditory experience with visual cues, such as text overlays, animations, and contextual imagery, which further anchor vocabulary and expressions in students' long-term memory³⁴.

This dual-sensory approach aligns with mnemonic strategies that emphasize creating strong associations in the brain to improve recall. By repeatedly exposing learners to structured phrases

³² Segaf Baharun and Nur Hanifansyah, "Efektivitas Pembelajaran Kitab Al-Afal Al-Yaumiyah Pada Daurah Ramadhan Di Pon Pes Dalwa," *Shaut Al-Arabiyah* 12, no. 2 (November 29, 2024), <https://doi.org/10.24252/saa.v12i2.52825>.

³³ Muhamad Solehudin and Yusuf Arisandi, "Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 12, no. 2 (2024): 423–38, <https://doi.org/10.23971/altarib.v12i2.9170>.

³⁴ Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN* 12, no. (2) (2024): 263–78, <https://doi.org/10.23971/altarib.v12i2.9082>.

and expressions in meaningful contexts, these platforms not only help in retaining new vocabulary but also in reproducing it confidently in communication³⁵.

As technology continues to evolve, leveraging audio-visual mnemonic techniques through platforms like Podcasts and YouTube becomes an indispensable strategy for enhancing the effectiveness of Arabic language instruction, making the learning process more intuitive, engaging, and impactful.

At Darullughah Wadda'wah Islamic Boarding School (Dalwa), there is a continuous commitment to updating and enriching Arabic phrases and expressions to ensure students remain well-versed in both classical and contemporary usage. Recognizing the dynamic nature of the Arabic language, Dalwa emphasizes the importance of equipping students with relevant and practical phrases for various formal and informal contexts.

To support this initiative, a dedicated division has been established specifically for enhancing the learning and mastery of Arabic phrases and expressions³⁶. This division focuses on curating, analyzing, and introducing updated linguistic phrases and conversational patterns that align with modern trends while preserving traditional linguistic integrity.

Through structured activities, interactive discussions, and immersive practice sessions, students are consistently exposed to these expressions and phrases, enabling them to communicate confidently and fluently in diverse scenarios. This proactive approach not only strengthens students' practical language proficiency but also ensures that Dalwa remains at the forefront of Arabic language education, seamlessly blending tradition with contemporary relevance.

Phrases that frequently recur in the podcasting world play a significant role in language learning. In this context, phrases commonly used by speakers like Deddy Corbuzier can serve as an effective learning tool. To make podcasts more engaging for students, careful preparation is essential, including curating relevant vocabulary and expressions adapted from prominent podcasters like Deddy Corbuzier. By translating and incorporating these phrases into Arabic, learners not only expand their vocabulary but also develop critical thinking skills and a deeper understanding of sentence structures and practical language use. This approach is particularly beneficial for Arabic learners in the domains of listening (*istima'*) and speaking (*kalam*), as it connects language acquisition with cognitive development. Additionally, the repetition of simple yet impactful phrases reinforces language memory, creating a natural and effective learning process.

³⁵ Muhamad Solehudin and Nur Hanifansyah, "Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics," *International Journal of Arabic Language Teaching* 6, no. 02 (December 22, 2024): 143–56, <https://doi.org/10.32332/ijalt.v6i02.9920>.

³⁶ Muhamad Solehudin, Nurhanifansyah Nurhanifansyah, and Syaheed Kholid, "The Effectiveness of Using the Kitab Muhawarah in Enhancing Arabic Speaking Proficiency in Malaysia," *An Nabighoh* 26, no. 2 (December 3, 2024): 251–68, <https://doi.org/10.32332/an-nabighoh.v26i2.251-268>.

Thus, consistently incorporating these adapted phrases can significantly enhance Arabic language proficiency and foster a more engaging and critical approach to learning, and using these phrases can be an effective strategy to improve Arabic language proficiency.

No.	Indonesia	العربية	English
1	Kita harus berpikir lebih kritis terhadap isu-isu yang ada.	عَلَيْنَا أَنْ نُفَكِّرَ بِشَكْلِ نَقْدِيٍّ أَكْثَرَ تَجَاهَ الْقَضَايَا الْمَوْجُودَةِ.	We must think more critically about the issues at hand.
2	Apa yang membuat Anda memutuskan untuk melakukan ini?	مَا الَّذِي جَعَلَكَ تُقَرِّرُ الْقِيَامَ بِذَلِكَ؟	What made you decide to do this?
3	Sebenarnya, semua orang punya opini masing-masing.	فِي الْحَقِيقَةِ، لِكُلِّ شَخْصٍ رَأْيُهُ الْحَاصِلُ.	In truth, everyone has their own opinion.
4	Ini bukan tentang siapa yang benar atau salah, tetapi bagaimana kita memahami masalah ini.	الْأَمْرُ لَا يَتَعَلَّقُ بِمَنْ هُوَ عَلَى حَقٍّ أَوْ خَطَأً، بَلْ بِكَيْفِيَّةِ فَهْمِنَا لَهُدِهِ الْمُشْكَلَةَ.	It's not about who's right or wrong, but how we understand the issue.
5	Bisa jelaskan lebih detail maksud Anda?	هَلْ يُمَكِّنُكَ أَنْ تُشْرِحَ بِتَفْصِيلٍ أَكْثَرَ مَا تَقْصِدُهُ؟	Could you elaborate more on what you mean?
6	Setiap keputusan pasti ada konsekuensinya.	لِكُلِّ قَرَارٍ عَوَاقِبُهُ بِلَا شَكِّ.	Every decision undoubtedly has its consequences.
7	Saya hanya ingin berdiskusi, bukan menghakimi.	أَنَا فَقَطُّ أُرِيدُ أَنْ أُنَاقِشَ، وَلَيْسَ أَنْ أَحْكُمَ.	I just want to discuss, not to judge.
8	Pernahkah Anda merasa keputusan ini adalah kesalahan?	هَلْ شَعَرْتَ يَوْمًا أَنَّ هَذَا الْقَرَارَ كَانَ خَطَأً؟	Have you ever felt that this decision was a mistake?
9	Bagaimana Anda melihat masa depan dari sudut pandang Anda?	كَيْفَ تَرَى الْمُسْتَقْبَلَ مِنْ وَجْهَةِ نَظْرِكَ؟	How do you perceive the future from your perspective?
10	Kita perlu belajar dari pengalaman orang lain.	عَلَيْنَا أَنْ نَتَعَلَّمَ مِنْ تَجَارِبِ الْآخَرِينَ.	We need to learn from the experiences of others.
11	Saya mencoba melihat ini dari sisi yang berbeda.	أُحَاوِلُ أَنْ أَرَى هَذَا مِنْ زَاوِيَةٍ مُخْتَلِفَةٍ.	I'm trying to see this from a different angle.
12	Anda tidak perlu setuju dengan saya, tetapi kita bisa saling menghormati.	لَيْسَ مِنَ الضَّرُورِيِّ أَنْ تُوَافِقَنِي، لَكِنْ يُمْكِنُنَا أَنْ نُحْتَرِمَ بَعْضُنَا الْبَعْضَ.	You don't have to agree with me, but we can respect each other.
13	Apa pandangan Anda tentang situasi ini?	مَا هُوَ رَأْيُكَ فِي هَذَا الْوَضْعِ؟	What is your perspective on this situation?

14	Semua ini bukan kebetulan, pasti ada alasannya.	كُلُّ هَذَا لَيْسَ صُدْفَةً، لَا بُدَّ أَنْ لَهُ سَبَبًا.	None of this is a coincidence; there must be a reason.
15	Mari kita bicara dengan jujur.	دَعُونَا نَتَحَدَّثُ بِصَرَاحَةٍ.	Let's speak honestly.
16	Bagaimana Anda menghadapi kritik dari orang lain?	كَيْفَ تُوَاجِهُ الْإِتِّقَادَاتِ مِنَ الْآخَرِينَ؟	How do you handle criticism from others?
17	Setiap orang memiliki tantangan dalam hidupnya.	لِكُلِّ شَخْصٍ تَحَدِّيَاتُهُ فِي الْحَيَاةِ.	Everyone has their own challenges in life.
18	Keberanian adalah kunci untuk memulai sesuatu yang baru.	الشَّجَاعَةُ هِيَ الْمِفْتَاحُ لِبِدَايَةِ شَيْءٍ جَدِيدٍ.	Courage is the key to starting something new.
19	Kita tidak bisa mengontrol apa yang orang pikirkan tentang kita.	لَا يُمَكِّنُنَا التَّحَكُّمُ بِمَا يُفَكِّرُ النَّاسُ عَنَّا.	We cannot control what people think about us.
20	Kesuksesan tidak datang tanpa perjuangan.	النَّجَاحُ لَا يَأْتِي دُونَ جُهْدٍ.	Success does not come without struggle.

The integration of podcasts provides learners with a unique and enriching experience. Much like how visuals aid memory retention³⁷. The auditory engagement offered by podcasts leaves a lasting impression, helping learners sharpen both listening (*istima'*) and speaking (*kalam*) skills. This makes podcasts an invaluable tool for enhancing these two critical language proficiencies. While there is an abundance of resources and research dedicated to reading and writing skills, the study of listening remains significantly underexplored. Moreover, the art of delivering precise pronunciation and speech at the right moment is an even rarer area of focus, further highlighting the importance of podcast-based learning in addressing these gaps

The discussion section is the most crucial part of any scholarly article, requiring a thorough examination of findings through comparisons, causal arguments, contributions to the field, and acknowledgment of limitations. The findings of this study align with previous research, such as Al-Mohawes (2023), who demonstrated that podcasts significantly improve listening comprehension and speaking fluency in English learners. Similarly, Şendağ et al. (2024) emphasized the role of podcasts in enhancing critical thinking and metacognitive skills in language learners. This study corroborates these results by showcasing how podcasts improve *maharah istima'* and *maharah kalam* in Arabic learners, providing an innovative approach to language acquisition. Unlike prior

³⁷ Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, <https://doi.org/10.29240/jba.v8i2.11349>.

studies focusing predominantly on Western languages, this research uniquely bridges the gap in Arabic language education by highlighting podcasts as a tool tailored to cultural and linguistic nuances.

Although this study involved only 20 participants as the primary subjects for observation and analysis, the impact of using podcasts extends far beyond that number. This is due to the digital nature of podcasts, which allows them to be accessed by a broader audience. Supporting data shows that the podcasts used in this study have been listened to by approximately 500 listeners across various digital distribution platforms. The benefits of podcasts are not limited to the direct participants of the study but also extend to a wider audience, who indirectly gain similar advantages in improving their *maharah istima'* (listening skills) and *maharah kalam* (speaking skills).

Furthermore, to expand their reach and impact, these podcasts are planned to be uploaded on the YouTube platform as a form of media diversification in education. YouTube, with its global reach, has the potential to attract a larger audience, including Arabic language learners from diverse backgrounds and geographical locations.

With this strategy, the study not only focuses on improving language skills within a classroom environment but also aims to create a wider impact through the inclusive and accessible distribution of digital content. This effort is expected to encourage more educational institutions to adopt similar methods in teaching Arabic, ensuring that the benefits of this approach can be felt more evenly and sustainably.

The success of podcasts in this study can be attributed to their ability to deliver authentic language experiences. By exposing students to native speakers and contextualized dialogues, podcasts provide natural linguistic input that fosters cognitive engagement and practical application. Additionally, the flexible format of podcasts allows learners to access content at their convenience, enabling repeated exposure and practice, which are essential for language retention and proficiency. The interactive elements, such as transcripts and guided exercises, further enhance comprehension and application, making podcasts a holistic tool for language learning.

This study contributes significantly to the field of Arabic language education by introducing podcasts as a versatile medium for fostering *maharah istima'* and *maharah kalam*. It highlights the importance of incorporating culturally relevant content, such as expressions and phrases adapted from prominent figures like Deddy Corbuzier, to make learning more relatable and engaging. Furthermore, the research addresses the underexplored areas of listening and speaking skills in Arabic language education, where resources and studies are often focused on reading and writing. It demonstrates how podcasts can bridge the gap between theoretical learning and practical language use, fostering critical thinking and real-world application.

Despite its promising findings, this study acknowledges several limitations. The short intervention period of four weeks may not fully capture the long-term impacts on language proficiency. The sample consisted of advanced learners, limiting the generalizability of results to beginner or intermediate students. Additionally, the reliance on curated podcast content may not represent the diverse range of podcasts available, potentially limiting the scope of its applications.

The integration of podcasts into Arabic language education presents a novel approach to addressing the challenges of teaching listening and speaking skills. By providing authentic, flexible, and interactive learning experiences, podcasts not only enhance language proficiency but also foster critical thinking and cultural appreciation. Future research should explore longer intervention periods, diverse learner profiles, and a wider range of podcast content to further validate and expand the applications of this innovative tool in Arabic language teaching methodologies..

Conclusion

The findings of this study demonstrate that podcasts are an effective and innovative tool for enhancing listening (*maharah istima'*) and speaking (*maharah kalam*) skills in Arabic language education. The research highlights the significant role of podcasts in providing learners with authentic language experiences, fostering critical thinking, and encouraging active engagement with real-world language use. These benefits align with the broader objective of equipping students with practical language proficiency through flexible, interactive, and culturally relevant learning methods. The study also underscores the importance of bridging gaps in Arabic language education, particularly in the often-overlooked areas of listening comprehension and speaking fluency.

While the research validates the potential of podcasts as a transformative educational medium, the short duration of the intervention and the advanced proficiency level of the participants suggest that further studies are needed to generalize these findings. Future research could explore the impact of podcasts on beginner and intermediate learners, extend the intervention period to assess long-term effects, and examine a more diverse range of podcast content. Additionally, integrating podcasts with other modern technologies and methodologies could further enrich their application in Arabic language teaching.

The study contributes to the growing body of knowledge in Arabic language education and serves as a foundation for developing innovative teaching strategies. By leveraging the versatility of podcasts, educators can enhance both the pedagogical process and the learners' linguistic and cognitive development. This research advances academic understanding and offers practical insights for implementing podcasts in diverse educational contexts.

References

- Alipour, Somayieh, Davood Taghipour Bazargani, and Saeideh Ahangari. "Podcasting and Input and Output-Based Language Learning of English Modal Verbs." *Technology Assisted Language Education*, no. Online First (June 2024). <https://doi.org/10.22126/tale.2024.10654.1037>.
- Askar, Nawal Abdel Razaq, and Noha Mellor. "Exploring Uses and Gratifications of Podcasts among Young Arab Audiences." *Social Sciences & Humanities Open* 10 (2024): 101176. <https://doi.org/10.1016/j.ssaho.2024.101176>.
- Ayu Khairani, Dia and Sakholid Nasution. "The Effect of Flash Cards Media on Maharah Kalam Students of MAN 2 Model Medan." *Studi Arab* 14, no. 1 (June 30, 2023): 61–75. <https://doi.org/10.35891/sa.v14i1.3920>.
- Baharun, Segaf, and Nur Hanifansyah. "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa." *Shaut Al-Arabiyah* 12, no. 2 (November 29, 2024). <https://doi.org/10.24252/saa.v12i2.52825>.
- Berezcki, Enikő Orsolya, and Andrea Kárpáti. "Technology-Enhanced Creativity: A Multiple Case Study of Digital Technology-Integration Expert Teachers' Beliefs and Practices." *Thinking Skills and Creativity* 39 (March 2021): 100791. <https://doi.org/10.1016/j.tsc.2021.100791>.
- Besser, Erin D., Lauren E. Blackwell, and Matthew Saenz. "Engaging Students Through Educational Podcasting: Three Stories of Implementation." *Technology, Knowledge and Learning* 27, no. 3 (September 2022): 749–64. <https://doi.org/10.1007/s10758-021-09503-8>.
- Cao, Jiafan, G. Bhuvaneshwari, Thangaraja Arumugam, and B. R. Aravind. "The Digital Edge: Examining the Relationship between Digital Competency and Language Learning Outcomes." *Frontiers Media* 14 (June 2023). <https://doi.org/10.3389/fpsyg.2023.1187909>.
- Carson, Lisabeth. "Extending the Dialogic Space: Developing Interprofessional Expertise through a Student-Created Podcast." *Scandinavian Journal of Educational Research* 68, no. 5 (July 28, 2024): 1039–54. <https://doi.org/10.1080/00313831.2023.2196287>.
- Chaves-Yuste, Beatriz, and Cristina De-La Peña. "Podcasts' Effects on the EFL Classroom: A Socially Relevant Intervention." *Smart Learning Environments* 10, no. 1 (March 3, 2023): 20. <https://doi.org/10.1186/s40561-023-00241-1>.
- Civit, M., V. Drai-Zerbib, D. Lizcano, and M.J. Escalona. "SunoCaps: A Novel Dataset of Text-Prompt Based AI-Generated Music with Emotion Annotations." *Data in Brief* 55 (August 2024): 110743. <https://doi.org/10.1016/j.dib.2024.110743>.
- Conroy, Dominic, and Warren Kidd. "Using Podcasts to Cultivate Learner–Teacher Rapport in Higher Education Settings." *Innovations in Education and Teaching International* 60, no. 6 (November 2, 2023): 861–71. <https://doi.org/10.1080/14703297.2022.2102528>.
- Creswell, John W. *A Concise Introduction to Mixed Methods Research*. SAGE Publications, Inc, 2021.
- Creswell, John W, and J David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publications, 2020.
- Custers, Benedikte, and António M Magalhães. "Problematising 'Education' in the Modernisation Agenda for Higher Education: The Onset of *Language(s) of Education*." *European Educational Research Journal* 22, no. 1 (January 2023): 58–76. <https://doi.org/10.1177/14749041211047334>.
- Errabo, Denis Dyvee, Alicia Dela Rosa, and Luis Jose Mari Gonzales. "Optimizing Differentiated Podcasts to Promote Students' Self-Regulation and Engagement, Self-Efficacy and Performance in Asynchronous Learning." *Journal of Research in Innovative Teaching & Learning* 17, no. 2 (August 22, 2024): 368–90. <https://doi.org/10.1108/JRIT-02-2024-0039>.
- Fernández-Costales, Alberto. "Audiovisual Translation in Primary Education. Students' Perceptions of the Didactic Possibilities of Subtitling and Dubbing in Foreign Language Learning." *Meta* 66, no. 2 (November 2, 2021): 280–300. <https://doi.org/10.7202/1083179ar>.

- Ferrer, Ilyan, Liza Lorenzetti, and Jessica Shaw. "Podcasting for Social Justice: Exploring the Potential of Experiential and Transformative Teaching and Learning through Social Work Podcasts." *Social Work Education* 39, no. 7 (October 2, 2020): 849–65. <https://doi.org/10.1080/02615479.2019.1680619>.
- Fix, Gemmae M., Bo Kim, Mollie A. Ruben, and Megan B. McCullough. "Direct Observation Methods: A Practical Guide for Health Researchers." *PEC Innovation* 1 (December 2022): 100036. <https://doi.org/10.1016/j.pecinn.2022.100036>.
- Hanafiah, Waode, Muhammad Aswad, Harlinah Sahib, Abdul Hakim Yassi, and Movahede Sadat Mousavi. "The Impact of CALL on Vocabulary Learning, Speaking Skill, and Foreign Language Speaking Anxiety: The Case Study of Indonesian EFL Learners." Edited by Ehsan Namaziandost. *Education Research International* 2022 (January 21, 2022): 1–13. <https://doi.org/10.1155/2022/5500077>.
- Hanifansyah, Nur, and Menik Mahmudah. "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia." *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN* 12, no. (2) (2024): 263–78. <https://doi.org/10.23971/altarib.v12i2.9082>.
- Ifedayo, Adu Emmanuel, Azidah Abu Ziden, and Aziah Binti Ismail. "Podcast Acceptance for Pedagogy: The Levels and Significant Influences." *Heliyon* 7, no. 3 (March 2021): e06442. <https://doi.org/10.1016/j.heliyon.2021.e06442>.
- Kinkaid, Eden, Kelsey Emard, and Nari Senanayake. "The Podcast-as-Method?: Critical Reflections on Using Podcasts to Produce Geographic Knowledge." *Geographical Review* 110, no. 1–2 (January 2, 2020): 78–91. <https://doi.org/10.1111/gere.12354>.
- Mahmudah, Menik, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid. "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips." *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26. <https://doi.org/10.29240/jba.v8i2.11349>.
- Mohammed Al-Mohawes, Nourh Khaled. "The Impact of Using Podcast Episodic Series of Spoken-Word Digital Audio on Improving Imam University EFL Beginners Listening Skills." *Arab World English Journal*, no. 298 (August 9, 2023): 1–43. <https://doi.org/10.24093/awej/th.298>.
- Moore, Thomas. "Pedagogy, Podcasts, and Politics: What Role Does Podcasting Have in Planning Education?" *Journal of Planning Education and Research* 44, no. 3 (September 2024): 1134–47. <https://doi.org/10.1177/0739456X221106327>.
- Muhamad Solehudin, Nurhanifansyah Nurhanifansyah, and Syaheed Kholid. "The Effectiveness of Using the Kitab Muhawarah in Enhancing Arabic Speaking Proficiency in Malaysia." *An Nabighoh* 26, no. 2 (December 3, 2024): 251–68. <https://doi.org/10.32332/an-nabighoh.v26i2.251-268>.
- Nova, Muhamad. "Using Online Podcast as a Speaking Activity in Online Classroom." *Pedagogy: Journal of English Language Teaching* 10, no. 1 (June 29, 2022): 38. <https://doi.org/10.32332/joelt.v10i1.4602>.
- O'Leary, Matt. *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning*. 2nd ed. Second edition. | New York: Routledge, 2020.: Routledge, 2020. <https://doi.org/10.4324/9781315630243>.
- Rime, Jemily, Chris Pike, and Tom Collins. "What Is a Podcast? Considering Innovations in Podcasting through the Six-Tensions Framework." *Convergence: The International Journal of Research into New Media Technologies* 28, no. 5 (October 2022): 1260–82. <https://doi.org/10.1177/13548565221104444>.
- Şendağ, Serkan, Mustafa Caner, Nuray Gedik, and Sacip Toker. "Enhancing Language Proficiency through Mobile Extensive Listening and Podcasting: A Multifaceted Approach to Metacognition and Critical Thinking." *Thinking Skills and Creativity* 54 (December 2024): 101656. <https://doi.org/10.1016/j.tsc.2024.101656>.

- Shefia, Nilla, and Mohammad Ahsanuddin. "Development of Interactive Media for Listening Skill and Speaking Skills Assisted by Lectora Inspire and Plotagon Story." *Studi Arab* 14, no. 2 (December 31, 2023): 103–20. <https://doi.org/10.35891/sa.v14i2.4237>.
- Solehudin, Muhamad, and Yusuf Arisandi. "Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia." *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 12, no. 2 (2024): 423–38. <https://doi.org/10.23971/altarib.v12i2.9170>.
- Solehudin, Muhamad and Nur Hanifansyah. "Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics." *International Journal of Arabic Language Teaching* 6, no. 02 (December 22, 2024): 143–56. <https://doi.org/10.32332/ijalt.v6i02.9920>.
- Strickland, Bronson K., Jarred M. Brooke, Mitchell T. Zischke, and Marcus A. Lashley. "Podcasting as a Tool to Take Conservation Education Online." *Ecology and Evolution* 11, no. 8 (April 2021): 3597–3606. <https://doi.org/10.1002/ece3.7353>.
- Sutaman, Sutaman, and Suci Ramadhanti Febriani. "OPTIMIZING ARABIC SPEAKING SKILLS BASED ON INTEGRATION OF LEARNING THEORY FRAMEWORK IN HIGHER EDUCATION." *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (June 30, 2021): 75–89. <https://doi.org/10.15408/a.v8i1.20423>.
- Wiboolyasarini, Watcharapol, and Nattawut Jinowat. "Revolutionising Dual Language Learning for Young Learners with the RILCA App: A Mobile-Assisted Approach." *Journal of Computers in Education* 11, no. 2 (June 2024): 575–93. <https://doi.org/10.1007/s40692-023-00271-1>.
- Zhang, Ruofei, and Di Zou. "A State-of-the-Art Review of the Modes and Effectiveness of Multimedia Input for Second and Foreign Language Learning." *Computer Assisted Language Learning* 35, no. 9 (December 8, 2022): 2790–2816. <https://doi.org/10.1080/09588221.2021.1896555>.