

DEVELOPING ELOQUENCE IN SPEAKING SKILLS FOR CLASS 10 ENGLISH VIA PODCASTS

ABSTRACT

This thematic study explores the potential of podcasts as a tool to develop eloquence in speaking skills for Class 10 English-majored students. The study investigates the effectiveness of podcasts in enhancing students' speaking abilities, the pedagogical approaches involved, and the outcomes observed in terms of fluency, coherence, and confidence in spoken English.

CHAPTER I: INTRODUCTION

I.1. Background

In the 21st century, the integration of digital tools in education has revolutionized language learning. Podcasts, in particular, offer a unique blend of accessibility and diversity in content that can be leveraged to enhance language skills. The importance of speaking skills in learning English cannot be overstated. Speaking is not only a means of communication but also a reflection of one's ability to effectively use the language in real-life situations. For students, especially those majoring in English, mastering speaking skills is crucial as it directly impacts their academic performance and future career prospects.

Developing eloquence in speaking involves achieving fluency, coherence, and expressiveness, which are essential for clear and effective communication. Fluency ensures smooth and uninterrupted speech, coherence guarantees logical flow and clarity of ideas, and expressiveness adds emotion and emphasis to convey meaning more effectively. These aspects of speaking skills are vital for students to excel in oral presentations, debates, and everyday interactions.

However, Class 10 English-majoring students often face several challenges in developing their speaking skills. One significant difficulty is the lack of a conducive environment for practicing spoken English. While they may excel in reading and writing, opportunities to speak English in an immersive and engaging context are limited. This limitation hinders their ability to practice and refine their speaking abilities.

Another challenge is the fear of making mistakes. Many students are hesitant to speak English due to the anxiety of being judged or ridiculed for their errors. This fear can stifle their willingness to participate in speaking activities, further limiting their practice opportunities. Additionally, the traditional classroom setting, with its emphasis on grammar and vocabulary, often fails to provide the dynamic and interactive experiences necessary for effective speaking practice.

The monotonous nature of conventional learning materials also poses a challenge. Students find textbook dialogues and scripted listening exercises unengaging, leading to a lack of motivation and interest. To truly develop eloquence in speaking, students need exposure to authentic, varied, and stimulating content that mirrors real-life communication.

Podcasts address these challenges by providing rich, diverse, and authentic language input. They offer students the chance to listen to native speakers and various English accents, improving their listening comprehension and pronunciation. The engaging nature of podcasts can captivate students' interest, making the learning process more enjoyable and effective.

By integrating podcasts into the curriculum, I can create a more immersive language learning environment. Podcasts allow students to practice listening and

speaking skills in a flexible, convenient, and non-threatening setting. They can listen to podcasts at their own pace, rewind and replay segments to improve understanding, and even create their own podcast episodes to practice speaking.

In conclusion, the use of podcasts in language learning holds immense potential for overcoming the challenges faced by Class 10 English-majored students in developing their speaking skills. By providing engaging and authentic language experiences, podcasts can significantly enhance students' fluency, coherence, and expressiveness, preparing them for successful communication in academic and professional contexts.

I.2. Research Objectives

The primary objective of this thematic study is to evaluate the effectiveness of podcasts in developing eloquence in speaking skills among Class 10 English-majored students. The study aims to:

- Assess the improvement in students' speaking skills.
- Explore students' attitudes towards using podcasts for language learning.
- Identify best practices for integrating podcasts into the language curriculum.

I.3. Research Questions

1. *How do podcasts influence the development of eloquence in the speaking skills of Class 10 English-majored students?*
2. *What are the students' perceptions of learning through podcasts?*
3. *What challenges and benefits do teachers and students encounter when using podcasts?*

CHAPTER II: LITERATURE REVIEW

II.1. Language Acquisition Theories

Krashen's Input Hypothesis

Krashen's Input Hypothesis ("Principles and Practice in Second Language Acquisition," published in 1982) posits that language learners acquire language best when they are exposed to language input that is slightly above their current proficiency level, often referred to as "i+1." This theory emphasizes the importance of comprehensible input, which means that learners should be able to understand most of the input they receive, with just enough new vocabulary and structures to challenge them and promote language development.

Podcasts are an excellent resource for providing this kind of input. They offer a diverse range of topics, speakers, and language styles, which can help learners to:

- **Enhance comprehension skills:** By listening to podcasts, learners are exposed to natural language use, including idiomatic expressions, varied intonation, and authentic pronunciation. This exposure helps them to improve their listening skills and understand spoken language in different contexts.
- **Improve speaking skills:** Regular listening to podcasts can help learners to internalize language patterns and vocabulary, which can then be applied in their own speech. The more they listen, the more familiar they become with the rhythm and flow of the language, which aids in fluency and accuracy when speaking.

Vygotsky's Social Development Theory

Vygotsky's Social Development Theory ("Mind in Society: The Development of Higher Psychological Processes," published posthumously in 1978) underscores the significance of social interaction in the process of learning. According to Vygotsky, learning occurs within the Zone of Proximal Development (ZPD), which is the difference between what a learner can do independently and what they can achieve with guidance and support from a more knowledgeable other.

Podcasts can facilitate interactive and social learning experiences in several ways:

- **Discussion and collaboration:** Many podcasts encourage listeners to engage in discussions about the content. Language learners can listen to a podcast episode and then participate in discussions, either in a classroom setting, with a language partner, or in online forums. This interaction helps to reinforce what they have learned and allows them to practice using new language in a social context.
- **Interactive activities:** Some educational podcasts are designed to be interactive, providing exercises, quizzes, and prompts that listeners can respond to. These activities can be done individually or in groups, promoting active engagement with the content and facilitating social learning.

- **Exposure to real-life conversations:** By listening to podcasts that feature interviews, dialogues, and group discussions, learners are exposed to authentic social interactions. This exposure helps them to understand how language is used in real-life situations, preparing them for similar interactions in their own language use.

In short, both Krashen's Input Hypothesis and Vygotsky's Social Development Theory highlight key aspects of language acquisition that can be effectively supported through the use of podcasts. By providing rich, comprehensible input and facilitating social interaction, podcasts serve as a valuable tool for enhancing language learning.

II.2. Digital Media in Education

The use of digital media in education has transformed the educational landscape, offering new ways to engage students and enhance learning outcomes. Research consistently shows that the integration of digital media into educational settings can lead to increased student motivation, deeper engagement with content, and improved academic performance. Digital media encompasses a wide range of tools and resources, including videos, interactive apps, online courses, and podcasts, all of which can be tailored to meet the diverse needs of learners.

Several studies have highlighted the benefits of using digital media in education:

Increased Engagement: Digital media can make learning more interactive and enjoyable. Tools such as educational games, interactive simulations, and multimedia presentations capture students' attention and make learning more dynamic. Engaged students are more likely to participate actively in the learning process and retain information better.

Personalized Learning: Digital media allows for personalized learning experiences. Adaptive learning platforms can tailor content to individual students' learning styles and paces, providing customized support and challenges. This personalization helps ensure that all students can progress according to their abilities and needs.

Accessibility and Inclusivity: Digital media can break down barriers to education, making learning resources accessible to a wider audience. Students with disabilities, for example, can benefit from assistive technologies such as screen readers, subtitles, and interactive textbooks. Additionally, digital resources can be accessed from anywhere, providing opportunities for remote and self-paced learning.

Podcasts are an increasingly popular form of digital media in education. They offer several unique advantages that make them an effective tool for language learning and other educational purposes:

Flexible and On-Demand Access: Podcasts can be accessed anytime and anywhere, making them a convenient resource for learners with busy schedules.

Students can listen to podcasts while commuting, exercising, or during downtime, allowing them to integrate learning into their daily routines seamlessly.

Varied and Rich Content: Podcasts cover a wide range of topics and formats, from interviews and discussions to storytelling and lectures. This diversity provides learners with exposure to different perspectives, cultures, and language uses, enriching their educational experience.

Authentic Language Input: For language learners, podcasts offer authentic language input from native speakers. This exposure helps learners develop better listening skills, understand natural speech patterns, and acquire new vocabulary and expressions in context. Podcasts can also introduce learners to various dialects and accents, broadening their understanding of the language.

Supplementary Learning Material: Podcasts can complement traditional educational materials by providing additional context and examples. Teachers can use podcasts to reinforce lessons, introduce new topics, or provide alternative explanations and viewpoints. This supplementary material can enhance students' comprehension and retention of subject matter.

To maximize the benefits of podcasts and other digital media in education, it is essential to consider effective implementation strategies:

Integration with Curriculum: Digital media should be integrated thoughtfully into the curriculum to support and enhance traditional teaching methods. Educators can align podcast content with learning objectives and use it to supplement classroom instruction.

Interactive Activities: To promote active learning, educators can design activities around podcast episodes. These might include discussion questions, reflection prompts, or group projects that encourage students to engage critically with the content.

Training and Support: Providing training and support for both teachers and students is crucial for the successful use of digital media. Educators need to be familiar with the tools and resources available and understand how to incorporate them effectively into their teaching practices.

II.3. Podcasts in Language Learning

Podcasts have emerged as a valuable tool in language learning, offering learners a rich and varied source of authentic language input. Previous studies have shown that podcasts can significantly improve listening skills, vocabulary acquisition, and cultural understanding. They provide a dynamic and flexible platform for learners to immerse themselves in the target language, making learning more engaging and effective. However, research specifically focused on speaking skills, particularly eloquence, is limited, indicating an area ripe for further exploration.

Listening Skills: One of the most well-documented benefits of using podcasts in language learning is the improvement in listening skills. Podcasts expose learners to a wide range of accents, dialects, and speech patterns, which can enhance their ability to understand spoken language in real-world contexts. Regular exposure to natural conversations, interviews, and storytelling helps learners develop an ear for the nuances of the language, improving their comprehension over time. For instance, podcasts often feature informal speech and idiomatic expressions that are commonly used in everyday communication but may not be covered extensively in traditional textbooks.

Vocabulary Acquisition: Podcasts are also an excellent resource for expanding vocabulary. They introduce learners to new words and phrases in context, making it easier to understand and remember them. The variety of topics covered in podcasts means that learners can acquire vocabulary related to different fields and interests, from technology and science to culture and entertainment. Moreover, many educational podcasts are designed specifically for language learners, incorporating repetition and explanations of key terms to reinforce learning. By listening to these podcasts regularly, learners can build a more robust and diverse vocabulary base.

Cultural Understanding: Cultural competence is a crucial aspect of language learning, and podcasts can play a significant role in enhancing it. By listening to podcasts produced by native speakers, learners gain insights into the cultural nuances and societal norms of the target language. This cultural exposure is essential for developing a deeper understanding and appreciation of the language. Podcasts often discuss current events, traditions, and cultural phenomena, providing learners with a broader perspective on the world and fostering intercultural awareness. This cultural immersion helps learners not only to speak the language but also to navigate the cultural contexts in which it is used.

Despite these well-documented benefits, research specifically focused on the impact of podcasts on speaking skills, particularly eloquence, remains limited. Eloquence in speaking involves not only the correct use of grammar and vocabulary but also the ability to express oneself clearly, persuasively, and appropriately in various social contexts. While listening to podcasts can undoubtedly enhance comprehension and vocabulary, the transition from passive listening to active speaking requires additional strategies and practice.

Potential Benefits for Speaking Skills:

Pronunciation and Intonation: Regular exposure to native speakers through podcasts can help learners improve their pronunciation and intonation. By mimicking the speech patterns they hear, learners can develop a more natural and fluent speaking style. Some podcasts even offer pronunciation guides and practice exercises to aid in this aspect of language learning.

Speaking Confidence: Listening to podcasts can boost learners' confidence in speaking. By hearing how native speakers construct sentences and convey ideas, learners can gain a better understanding of how to organize their thoughts and express

themselves more confidently. This confidence can encourage them to practice speaking more frequently, either through self-recording, language exchange programs, or interactive language learning apps.

Speaking Practice Activities: Educators can design speaking activities based on podcast content to help learners practice and improve their speaking skills. For example, learners can be asked to summarize podcast episodes, discuss their opinions on the topics covered, or role-play scenarios inspired by the podcast. These activities provide opportunities for learners to use new vocabulary and expressions in speaking, reinforcing what they have learned and enhancing their fluency and eloquence.

Development of Eloquence: Eloquence involves not only linguistic accuracy but also the ability to persuade, narrate, and engage an audience effectively. Podcasts, especially those featuring interviews, debates, and storytelling, offer models of eloquent speech that learners can study and emulate. Educators can guide learners in analyzing these models, identifying rhetorical strategies, and practicing their use in speaking exercises.

While podcasts have proven to be a powerful tool for improving listening skills, vocabulary acquisition, and cultural understanding in language learning, there is still much potential to explore their impact on speaking skills and eloquence. By incorporating targeted speaking practice activities and leveraging the rich content of podcasts, I can help my learners develop not only their comprehension but also their ability to communicate effectively and persuasively in the target language. Further research in this area can provide valuable insights and strategies for maximizing the benefits of podcasts in language education.

CHAPTER III: METHODOLOGY

III.1. Research Design

This study employs a mixed-methods approach, combining quantitative data from pre- and post-tests of speaking skills with qualitative data from student and teacher interviews.

Implementation

→*Pre-Test*

- Conduct the pre-test at the beginning of the academic year before the introduction of podcasts.
- Each student will be assessed individually by the teacher using the scoring rubric.

→*Post-Test*

- Conduct the post-test at the end of the academic year after the podcast intervention.
- Assess students using the same tasks and scoring rubric to measure improvement.

→*Data Analysis*

- Compare pre- and post-test scores to evaluate improvement.
- Analyze qualitative feedback from students and teachers about the experience.

III.2. Participants

The study involved 35 students from an English-majored class who have just begun their high school journey. These participants were selected to represent a diverse range of backgrounds and proficiency levels, ensuring a comprehensive analysis of the effectiveness of podcasts in enhancing speaking skills, particularly eloquence.

Demographic Information

- **Age Range:** The participants were all first-year high school students, typically aged between 14 to 15 years old.
- **Gender Distribution:** The class comprised both male and female students, providing a balanced gender representation.
- **Language Proficiency:** As students majoring in English, all participants had a foundational understanding of the language, though their proficiency levels varied. This diversity in language skills allowed for a more robust evaluation of the impact of podcasts on different learners.

Background and Motivation

- **Educational Background:** All participants came from varied educational backgrounds, including different primary and middle schools, which provided a mix of prior English learning experiences.
- **Motivation:** The students demonstrated a keen interest in improving their English-speaking skills, which was a crucial factor for selecting them for this study. Their motivation was driven by academic goals, personal interest in mastering the language, and the desire to excel in future standardized tests and real-life communication scenarios.

Learning Environment

- **Class Setting:** The study was conducted in a typical high school classroom equipped with necessary technological tools such as computers, projectors, and internet access. This setup facilitated the easy integration of digital media and podcasts into the learning process.
- **Support System:** The participants had access to additional support from their English teachers, who provided guidance and assistance throughout the study. This ensured that any technical or content-related issues with the podcasts could be promptly addressed.

By focusing on these 35 enthusiastic and diverse first-year high school students, the study aimed to obtain a detailed understanding of how podcasts can aid in developing eloquence in speaking skills, contributing valuable insights into the pedagogical approaches for language learning

III.3. Data Collection

- Pre- and post-tests are conducted to measure the improvement in speaking skills.
- Interviews with students provide insights into their experiences and perceptions.
- Observation and analysis of student-produced podcasts offer additional qualitative data.

III.4. Data Analysis

Quantitative data are analyzed using statistical methods to determine the significance of improvements in speaking skills. Qualitative data are coded and thematically analyzed to identify common themes and insights.

CHAPTER 4: IMPLEMENTATION OF PODCASTS

IV.1. Selection of Podcasts

Podcasts are selected based on their relevance to the curriculum, language complexity, duration and interest to students. The selected podcasts cover a range of topics, including stories, interviews, and discussions.

IV.2. Phases of Implementation

The podcast program is divided into two phases: consumption and production.

➔ Phase 1: Consumption Phase

Students listen to a variety of podcasts, focusing on different aspects of eloquence such as intonation, vocabulary, and rhetorical devices. This phase lasts three months with 12 lessons using podcasts.

Week 1: Podcasts introduction

<https://www.youtube.com/watch?v=9dXKGJ7jLsk>

Week 2: Learning English

<https://www.onestopenglish.com/download?ac=5116>

Week 3: A perfect day

<https://www.onestopenglish.com/download?ac=5105>

Week 4: Milestones

<https://www.podcastsinenglish.com/pages2/freesample.shtml>

Week 5: The best restaurant in London

<https://www.podcastsinenglish.com/pages2/freesample.shtml>

Week 6: The pre-Google Dark Ages

<https://www.betteratenglish.com/real-english-conversations-the-pre-google-dark-ages>

Week 7: What leads to success?

<https://www.betteratenglish.com/real-english-conversations-what-leads-to-success>

Week 8: Are you addicted to your smartphone?

<https://www.youtube.com/watch?v=KkrhHUeMjIU>

Week 9: How learning to read changes lives

https://www.bbc.co.uk/learningenglish/english/features/6-minute-english_2024/ep-240627

Week 10: Friends by choice

https://player.themoth.org/#/?actionType=ADD_AND_PLAY&storyId=37190

Week 11: What is the future of work?

https://www.bbc.co.uk/learningenglish/english/features/6-minute-english_2024/ep-240201

Week 12: Homes, Homelessness & Evolving English

<https://www.leonardoenglish.com/podcasts/evolving-english>

➔ Phase 2: Production Phase:

Students create their own podcasts, applying the skills they have learned. This includes planning, scripting, recording, and editing their podcasts. Here are their final products:

<https://drive.google.com/drive/folders/1hvterM9mqg2zJyQn32uCgBa59nyf3vZV>

IV.3. Classroom Activities

- **Listening Comprehension:** Activities include listening to podcasts, answering comprehension questions and studying vocabulary.
- **Discussion and Analysis:** Students discuss the content and language features of the podcasts in groups.
- **Debate Practice:** Students engage in structured debates on topics covered in the podcasts to enhance their argumentative skills and eloquence.
- **Impromptu Speaking:** Students practice impromptu speaking by summarizing podcast episodes or discussing related topics without prior preparation.
- **Role-Playing:** Students perform role-playing activities based on scenarios from the podcasts to improve their expressive abilities and confidence in speaking.
- **Speech Delivery:** Students prepare and deliver speeches on themes or issues discussed in the podcasts, focusing on eloquence, clarity, and engagement.
- **Pronunciation Workshops:** Focused sessions on improving pronunciation and intonation using excerpts from the podcasts as practice material.
- **Podcast Creation:** Students work in groups to create their own podcasts, followed by peer review sessions.

CHAPTER V: RESULTS

After implementing the use of podcasts to improve students' eloquence in speaking skills, I collected information and analyzed the results based on various factors, including teacher observations, test results before and after applying the measure, and student interest surveys regarding podcasts.

V.1. Teacher's observations and Analysis:

During the implementation of the measure, I observed students to assess their progress in speaking skills and analyzed the podcasts that students created in groups. Through these observations, I noticed a significant improvement in students' ability to articulate ideas clearly and confidently. The students showed better pronunciation, richer vocabulary, and more coherent sentence structures.

Additionally, the group podcasts revealed enhanced collaboration and creativity among students. They were able to engage in meaningful discussions, provide constructive feedback to each other, and produce high-quality content that demonstrated their improved speaking abilities. The enthusiasm and active participation in these group activities were evident, further reinforcing the effectiveness of using podcasts as a tool to develop eloquence in speaking skills.

Factors	Before Using Podcasts	After Using Podcasts	Teacher's Comments
Focus	Low	High	Students are more focused on podcast content
Understanding Content	Average	Good	Better understanding of the material
Participation	Low	High	Students are enthusiastic and actively participating
Pronunciation	Average	Good	Significant improvement in pronunciation
Vocabulary	Average	Rich	Use of richer vocabulary
Sentence Structure	Average	Coherent	More coherent and logical sentence structures
Collaboration	Low	High	Better collaboration in group work
Creativity	Average	High	Displays creativity in podcast productions

Table 1. Teacher Observations and Analysis of Student-Created Podcasts to Improve Eloquence in Speaking Skills

V.2. Student Interest Survey on Using Podcasts to Develop Eloquence in Speaking Skills

I conducted a survey to measure students' interest and enthusiasm for using podcasts in their studies. The results show that most students expressed interest and willingness to try this new learning method.

Total Students: 35

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Listening to podcasts is a suitable activity during speaking skills classes for developing eloquence.	30	4	1	0	0
2	Listening to podcasts is an interesting activity.	3	32	0	0	0
3	Podcasts help me improve vocabulary and grammar.	4	27	4	0	0
4	Podcasts help me expand my knowledge in various fields.	20	13	2	0	0
5	Podcasts increase my confidence in speaking.	10	24	1	0	0
6	Podcasts enhance my speaking ability.	7	28	0	0	0
7	I enjoy learning speaking skills through podcasts.	8	27	0	0	0

Table 2. Survey on Students' Interest in Podcasts

The survey results clearly indicate that the majority of students are enthusiastic about using podcasts for developing eloquence in speaking skills. Students find podcasts interesting, helpful in improving vocabulary and grammar, and beneficial for expanding their knowledge and increasing their confidence in speaking. The unanimous agreement on the enjoyment of learning through podcasts further supports the incorporation of podcasts into the curriculum. Based on the survey results, we can draw several key insights regarding students' interest and perceptions about using podcasts for developing eloquence in speaking skills:

1. Suitability of Podcasts for Speaking Skills Classes:

- **Strongly Agree (85.7%) + Agree (11.4%):** A significant majority (97.1%) believe that podcasts are suitable for developing eloquence in speaking skills. This indicates strong support for incorporating podcasts into speaking classes.
- **Neutral (2.9%):** Only one student remained neutral, suggesting minimal opposition to the idea.

2. Interest in Podcasts:

- **Strongly Agree (8.6%) + Agree (91.4%):** Almost all students (100%) find listening to podcasts interesting, showing that podcasts are engaging for the students.
- 3. Improvement in Vocabulary and Grammar:**
- **Strongly Agree (11.4%) + Agree (77.1%):** A majority (88.5%) feel that podcasts help improve their vocabulary and grammar.
 - **Neutral (11.4%):** A small percentage remains neutral, indicating some uncertainty about the effectiveness of podcasts in this area.
- 4. Knowledge Expansion:**
- **Strongly Agree (57.1%) + Agree (37.1%):** A large majority (94.2%) believe that podcasts help expand their knowledge in various fields.
 - **Neutral (5.7%):** A few students are neutral, but there is no disagreement.
- 5. Confidence in Speaking:**
- **Strongly Agree (28.6%) + Agree (68.6%):** Most students (97.2%) feel that podcasts increase their confidence in speaking, indicating a positive impact on their self-assurance.
 - **Neutral (2.9%):** Only one student is neutral, showing very little doubt.
- 6. Enhancement of Speaking Ability:**
- **Strongly Agree (20%) + Agree (80%):** All students (100%) agree that podcasts enhance their speaking ability, highlighting the perceived effectiveness of podcasts in improving speaking skills.
- 7. Enjoyment of Learning Speaking Skills through Podcasts:**
- **Strongly Agree (22.9%) + Agree (77.1%):** All students (100%) enjoy learning speaking skills through podcasts, indicating high satisfaction with this method.

V.3 Quantitative Results

The pre- and post-tests show a significant improvement in students' speaking skills at the beginning compared to those at the end of the school year. Key areas of improvement include fluency, coherence, pronunciation and confidence. The significant increase in students scoring 9-10 suggests a marked improvement in pronunciation. This is likely due to the repetitive and focused listening practice provided by podcasts. The increase in higher scores also reflects enhanced fluency and coherence in speaking. Students exposed to natural speech patterns and varied content in podcasts can better mimic and produce coherent and fluid speech. In addition, the survey results indicate that all students felt an increase in confidence when speaking. This is crucial as confidence often translates into better speaking performance and greater willingness to participate in speaking activities.

N0	Name	Test results	
		Before implementing	After implementing
1	NGUYỄN SƠN AN	8	9
2	PHẠM THÁI AN	7	8
3	NGUYỄN PHƯƠNG ANH	8	9
4	VŨ NGUYỄN HOÀNG ANH	6	8
5	HOÀNG QUỐC BẢO	6	8
6	PHẠM AN BÌNH	8	8
7	PHẠM DƯƠNG DIỆP CHI	8	9
8	ĐẶNG KHÁNH DUY	6	8
9	NGUYỄN NGỌC HÀ	7	8.5
10	VŨ KHÁNH HÒA	5	6
11	LÊ ĐĂNG HOÀNG	8	8
12	NGUYỄN DUY HÙNG	6	8
13	VŨ NAM HUY	7	8
14	NGUYỄN THẾ HÙNG	7.5	8
15	ĐINH MAI HƯƠNG	8.5	9
16	NGUYỄN NAM KHÁNH	7	8
17	PHẠM NGỌC KHÁNH	8	9
18	VŨ TRUNG KIÊN	4	6
19	NGUYỄN HÀ LINH	7.5	8
20	DƯƠNG NGỌC LONG	7	7
21	HỒ ĐỨC LONG	7	8.0
22	NGÔ HOÀNG TUỆ MÃN	6	8
23	PHẠM NGUYỄN HẢI MINH	8	9.0
24	PHẠM TRÀ MY	4	6
25	VŨ THẢO MY	4	6
26	ĐÀO KIM NGÂN	8	8
27	PHẠM TRỌNG NGHĨA	7	9
28	ĐÀO MAI NHI	6	8
29	HOÀNG MAI NHUNG	8	9

30	MAI GIA PHÚC	6	7
31	ĐỖ HỒNG QUYÊN	6	7
32	NGUYỄN THỊ THU TRANG	8	9
33	BÙI BẢO TRÂM	6.5	8
34	MÙI THỊ THẢO UYÊN	5	7
35	NGUYỄN TRỌNG VINH	6	7

Class	Results before implementing				Results after implementing			
	9-10	7-8	5-6	<5	9-10	7-8	5-6	<5
10E (35)	0 (0%)	23 (65,7%)	9 (25,7%)	3 (8,6%)	9 (25,7%)	22 (62,9%)	4 (11,4%)	0 (0%)

Table 3. Test results before and after implementing podcasts in developing eloquence in students' speaking skills

- **Scores 9-10:** The number of students scoring 9-10 increased from 0 to 9 students (25.7%) after implementing the method. This indicates a significant improvement in speaking skills.
- **Scores 7-8:** The number of students scoring 7-8 decreased from 23 students (65.7%) to 22 students (62.9%).
- **Scores 5-6:** The number of students scoring 5-6 decreased from 9 students (25.7%) to 4 students (11.4%). This shows that some students made significant improvements within this score range after implementing the method.
- **Scores <5:** No students scored below 5 after implementing the method. This is notable, indicating that the method was beneficial for all students within this score range.

The survey data highlights a clear improvement in the speaking skills of 10 English students after incorporating podcasts. The significant increase in scores, particularly in the 9-10 range, underscores improvements in pronunciation, fluency, and confidence. The slight decrease in lower scores and the absence of any students scoring below 5 further emphasize the effectiveness of using podcasts in enhancing speaking skills. This method has proven to be a beneficial tool in developing eloquence in students' speaking abilities.

CHAPTER VI: DISCUSSION

VI.1. Analysis of Findings

The discussion delves into the reasons behind the success of the podcast program, highlighting factors such as authentic language exposure, creative production tasks, and supportive peer feedback. The analysis reveals that exposure to diverse podcast topics helps students build a broader vocabulary and discuss a wide range of subjects fluently. Regular listening to native speakers enhances comprehension of different accents, speech rates, and colloquial expressions, leading to more natural speaking abilities. The collaborative nature of podcast activities creates a dynamic classroom environment, boosting students' confidence and providing ample practice opportunities. Targeted pronunciation workshops improve diction and intonation, while engaging critically with podcast content encourages coherent and compelling expression. Additionally, the freedom to create their own podcasts fosters personal expression and creativity, further enhancing students' eloquence in speaking.

VI.2. Pedagogical Implications

Incorporating podcasts into the curriculum can provide a more dynamic and interactive learning experience. To maximize their potential benefits, teachers should select podcasts that align with students' interests and language proficiency levels. Additionally, training teachers on the effective use of podcasts is crucial.

VI.3. Challenges and Solutions

The rise of podcasting as an educational tool has brought about several significant challenges and considerations. One of the foremost issues is **technological challenges**. Ensuring access to the necessary equipment and software is crucial for both educators and students. This includes not only having the hardware, such as quality microphones and computers but also the right software for recording, editing, and distributing podcasts. Schools and educational institutions need to invest in these technologies and provide training to ensure both teachers and students can use them effectively.

Another major challenge is **student engagement**. Strategies to maintain interest and motivation among students are essential for the success of any educational program, and podcasting is no exception. Educators must find creative ways to keep students actively involved. This can include interactive assignments, allowing students to choose their topics of interest, and incorporating gamification elements. Regular feedback and encouragement are also important to keep students motivated and interested in the learning process.

Finally, **assessment** of speaking skills through podcasts presents unique difficulties. Traditional methods of evaluation may not be suitable, so developing effective methods to assess these skills is essential. Rubrics that focus on clarity, coherence, engagement, and the use of language can be helpful. Peer reviews and self-assessments can also be integrated to provide a comprehensive evaluation of a student's

speaking abilities. Educators need to be innovative and flexible in their approach to accurately measure and support students' progress in this area.

To conclude, while podcasting offers exciting opportunities for enhancing speaking skills in an educational setting, it also requires addressing technological, engagement, and assessment challenges to be truly effective.

CHAPTER 7: CONCLUSION

The thematic study concludes that podcasts are an effective tool for developing eloquence in speaking skills among Class 10 English-majored students. They enhance pronunciation, fluency, coherence, and confidence in spoken English.

Schools should consider integrating podcasts into their language teaching strategies to capitalize on their benefits. This integration can provide students with more opportunities to practice and improve their spoken English in an engaging and interactive manner. Additionally, further research should explore the long-term impact of podcast-based learning, particularly its effectiveness in improving other language skills such as listening, reading, and writing. Understanding the broader applications of podcasts can help educators design more comprehensive language learning programs.

Podcasts offer a versatile and engaging platform for language learning. By harnessing their potential, educators can foster a more enriching and effective learning environment. They provide a dynamic way to practice language skills, making learning more relevant and enjoyable for students. As technology continues to evolve, the role of podcasts in education is likely to expand, offering even more innovative ways to support and enhance language learning.

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3. Chapelle, C. A. (2003). *English Language Learning and Technology*. John Benjamins Publishing Company.
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5. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Websites with Articles on the Use of Podcasts in Education

1. Edutopia: edutopia.org
2. Inside Higher Ed: insidehighered.com
3. TESOL International Association: tesol.org

APPENDIX

Pre- and Post-Tests of Speaking Skills

Objectives

The primary objective of the pre- and post-tests is to evaluate the improvement in speaking skills of Class 10 English-majored students. The tests will focus on fluency, coherence, pronunciation, vocabulary usage, and overall expressiveness.

Pre-Test Design

Part 1. Warm-Up (3 minutes)

- **Objective:** To make students comfortable and ready for the speaking test.
- **Task:** Brief introduction about themselves (name, age, hobbies).

Part 2. Structured Interview (4 minutes)

- **Objective:** To assess students' ability to answer questions coherently and fluently.
- **Task:** Students will be asked a series of questions related to familiar topics such as school, family, and daily routines.
 - Example Questions:

1. Can you describe your daily routine?

- This question helps assess how well students can describe their daily activities in a coherent and organized manner.

2. Tell me about your favorite subject in school and why you like it.

- This question evaluates students' ability to explain their preferences and provide reasons for their choices.

3. What do you usually do on weekends?

- This question allows students to describe their leisure activities and how they spend their free time.

4. Can you tell me about a memorable trip you took?

- This question assesses the ability to recall and describe past experiences, focusing on narrative skills.

5. What are your future career aspirations and why?

- This question evaluates students' ability to discuss their goals and ambitions, providing insight into their planning and reasoning skills.

6. Describe a book or movie that had a significant impact on you.

- This question assesses the ability to explain the influence of external media on their thoughts and emotions.

7. Can you tell me about your family?

- This question allows students to describe their family members and their relationships, assessing their descriptive and relational language skills.

8. What is your favorite hobby, and how did you become interested in it?

- This question evaluates students' ability to discuss their interests and explain how they developed them.

9. Describe a typical school day for you.

- This question assesses students' ability to detail their daily school activities and routines.

10. What is one of the most important lessons you have learned in life so far?

- This question evaluates students' ability to reflect on their experiences and articulate valuable life lessons

Part 3. Picture Description (4 minutes)

- **Objective:** To evaluate descriptive skills, vocabulary usage, and coherence.
- **Task:** Students will be shown a picture and asked to describe it in detail.
 - Example Task:
 - Describe what you see in this picture. Talk about the setting, people, activities, and anything else you notice.

Part 4. Opinion Expression (5 minutes)

- **Objective:** To evaluate students' ability to express opinions and justify them.
- **Task:** Students will be given a topic and asked to express their opinion on it.

Example questions:

1. **What do you think about the importance of learning a second language? Provide reasons for your opinion.**
 - This question assesses the ability to discuss the benefits and importance of multilingualism.

2. **Do you believe that social media has a positive or negative impact on society? Explain your viewpoint.**
 - This question evaluates the ability to analyze the effects of social media and justify their stance.
3. **In your opinion, should schools have uniforms? Why or why not?**
 - This question assesses the ability to discuss and justify their opinion on school uniforms.
4. **What is your opinion on the impact of technology on education? Provide reasons for your opinion.**
 - This question evaluates the ability to discuss the role of technology in education and support their perspective.
5. **Do you think it is important for people to exercise regularly? Why or why not?**
 - This question assesses the ability to discuss the importance of physical activity and justify their opinion.

Post-Test Design

Part 1. Warm-Up (3 minutes)

- **Objective:** To make students comfortable and ready for the speaking test.
- **Task:** Brief introduction about a recent experience or event they found interesting.

Part 2. Structured Interview (4 minutes)

- **Objective:** To reassess students' ability to answer questions coherently and fluently.
- **Task:** Similar to the pre-test, with questions focusing on different topics.
 - Example Questions:

1. Can you tell me about a memorable trip you took?

- This question allows students to describe a significant travel experience, focusing on narrative skills and detail.

2. What are your future career aspirations and why?

- This question assesses the ability to discuss future goals and provide reasoning for their choices.

3. Describe a book or movie that had a significant impact on you.

- This question evaluates the ability to explain the influence of literature or films on their thoughts and feelings.

4. What do you think is the most important quality for a good friend to have?

- This question assesses the ability to discuss personal values and justify their opinion.
- 5. Can you describe a typical holiday celebration in your country?**
- This question evaluates the ability to describe cultural practices and traditions.
- 6. What is your favorite season of the year and why?**
- This question allows students to express their preferences and provide reasons for their choices.
- 7. Can you tell me about a person who has inspired you?**
- This question assesses the ability to discuss influential figures in their lives and explain their impact.
- 8. What do you enjoy doing in your free time?**
- This question evaluates the ability to describe hobbies and leisure activities.
- 9. What is one change you would like to see in your community?**
- This question assesses the ability to discuss community issues and suggest improvements.
- 10. Can you describe a challenging experience you have faced and how you overcame it?**
- This question evaluates the ability to reflect on personal challenges and explain how they dealt with them.

Part 3. Picture Description (4 minutes)

- **Objective:** To reassess descriptive skills, vocabulary usage, and coherence.
- **Task:** Students will be shown a different picture and asked to describe it in detail.
 - Example Task:
 - Describe what you see in this picture. Talk about the setting, people, activities, and anything else you notice.

Part 4. Opinion Expression (5 minutes)

- **Objective:** To reassess students' ability to express opinions and justify them.
- **Task:** Students will be given a different topic and asked to express their opinion on it.

Example questions:

1. What is your opinion on the impact of technology on education? Provide reasons for your opinion.

- This question assesses the ability to discuss the role of technology in education and support their perspective.

2. Do you think it is better to live in a city or in the countryside? Why?

- This question evaluates the ability to compare and contrast different living environments and justify their preference.

3. What are your thoughts on the importance of environmental conservation?

- This question assesses the ability to discuss environmental issues and the importance of preserving nature.

4. Do you believe that extracurricular activities are essential for students? Explain your viewpoint.

- This question evaluates the ability to discuss the role of extracurricular activities in student development and support their opinion.

5. What is your opinion on the influence of social media on personal relationships? Provide reasons for your answer.

- This question assesses the ability to analyze the impact of social media on interpersonal connections and justify their perspective.

Scoring Rubric

1. Fluency and Coherence (0-10 points)

- 9-10: Speaks smoothly with minimal hesitation, ideas are logically organized.
- 7-8: Generally fluent with occasional pauses, ideas are mostly organized.
- 5-6: Some hesitation, ideas are somewhat organized but may lack clarity.
- 3-4: Frequent pauses, ideas are poorly organized.
- 0-2: Very hesitant, ideas are disorganized or incomplete.

2. Pronunciation (0-10 points)

- 9-10: Pronunciation is clear with minimal errors.
- 7-8: Generally clear pronunciation with occasional errors.
- 5-6: Some pronunciation errors but generally understandable.
- 3-4: Frequent pronunciation errors, sometimes hard to understand.
- 0-2: Pronunciation errors make understanding very difficult.

3. Vocabulary (0-10 points)

- 9-10: Uses a wide range of vocabulary accurately and appropriately.
- 7-8: Uses a good range of vocabulary with some minor errors.
- 5-6: Uses basic vocabulary accurately but with limited range.
- 3-4: Limited vocabulary, frequent errors.
- 0-2: Very limited vocabulary, many errors.

4. Grammar (0-10 points)

- 9-10: Uses a wide range of grammatical structures accurately.
- 7-8: Uses a good range of grammatical structures with some minor errors.
- 5-6: Uses basic grammatical structures with some errors.
- 3-4: Frequent grammatical errors, limited range.
- 0-2: Very frequent grammatical errors, very limited range.

5. Expressiveness (0-10 points)

- 9-10: Expresses ideas with enthusiasm and emotion, engages the listener.
- 7-8: Generally expressive with some engagement.
- 5-6: Moderately expressive, somewhat engaging.
- 3-4: Limited expressiveness, little engagement.
- 0-2: Very flat and monotone, not engaging.