

Revitalizing English Education in a Post-Pandemic Learning Recession in a Private Religious School in Yala Province, Thailand: A Case Study

การฟื้นฟูการศึกษาภาษาอังกฤษในภาวะถดถอยทางการเรียนรู้หลังโรคระบาด
ในโรงเรียนเอกชนสอนศาสนาในจังหวัดยะลา ประเทศไทย: กรณีศึกษา

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Abstract

The COVID-19 pandemic had a detrimental impact on the learning outcomes of rural students in Thailand, leading educators to explore innovative ways to restore their learning conditions. To address the issue, teachers are adapting to the changing learning behaviors of students who spend excessive time on internet entertainment during online classes. In this study, we investigated the teaching method of an English teacher in a private religious school in Yala province who had switched to podcasts to improve the listening skills of students after instruction had returned to normal in the classroom. By examining the teacher's instructional practices, we aimed to understand the impact of utilizing podcasts as a digital tool, while also exploring students' perceptions of the teaching and learning management associated with podcast-based learning. The research used a mixed-method approach including observation, pre-test and post-test assessments, student satisfaction evaluation, and focus group discussion to answer the research objectives. Our analysis was based on data collected during the second semester (December 2022-January 2023) from 31 high school students in Mathayom 5 (Grade 11) of a private religious school in rural Yala Province, using mean, standard deviation, and t-test dependent samples. It was found that the teacher used a modern digital tool- a podcast to improve her students' listening skills. However, the teacher's teaching style resulted in passive responses from classroom participants, with students becoming defensive. However, the study found that the difference in the scores of pre-and post-test achievements was found to be $t = 18.32$, which was statistically significant at the .05 level. Nevertheless, the qualitative

data analysis indicates that the seriousness of the teacher in teaching led to a significant improvement in English listening skills after learning. Students who learned through podcast learning activities expressed high levels of satisfaction with the teacher's podcast learning management ($\bar{X} = 4.34$, S.D. = 0.76). The study concludes that using podcasts can help reverse learning declines and stimulate student interest, but teachers should encourage student involvement and discussion of critical and constructive opinions.

Keywords: Post-pandemic Education; Learning Recession; Podcasts; English Listening Skills;
Rural Students

บทคัดย่อ

การระบาดใหญ่ของโควิด-19 ส่งผลกระทบในทางลบต่อการเรียนรู้ของนักเรียนชนบทในประเทศไทย นักการศึกษาได้ค้นหาวิธีการใหม่ ๆ ในการฟื้นฟูสภาพการเรียนรู้ของพวกเขา เพื่อแก้ไขปัญหาภาวะการเรียนรู้ถดถอย ขณะเดียวกัน ครูมีการปรับตัวให้เข้ากับพฤติกรรมการเรียนรู้ที่เปลี่ยนไปของนักเรียน ทั้งนี้ในช่วงสถานการณ์โรคระบาด นักเรียนส่วนใหญ่ใช้เวลามากเกินไปกับความบันเทิงทางอินเทอร์เน็ตเมื่อว่างเว้นจากการเรียนออนไลน์ งานวิจัยนี้ใช้วิธีการแบบผสมผสานทั้งการวิจัยเชิงคุณภาพและเชิงปริมาณในการตอบวัตถุประสงค์ของการวิจัยเพื่อศึกษา 1) วิธีการสอนของครูสอนภาษาอังกฤษในโรงเรียนเอกชนสอนศาสนาแห่งหนึ่ง ในจังหวัดยะลา ซึ่งครูได้เปลี่ยนมาใช้พอดแคสต์เพื่อพัฒนาทักษะการฟังของนักเรียนหลังจากการเรียนการสอนกลับสู่สภาวะปกติในห้องเรียน 2) ผลของการใช้พอดแคสต์เป็นเครื่องมือดิจิทัลในการพัฒนาทักษะการฟังของนักเรียน และ 3) ความคิดเห็นของนักเรียนเกี่ยวกับการจัดการเรียนการสอนของครูผู้สอนที่เกี่ยวข้องกับการเรียนรู้แบบพอดแคสต์ มีการวิเคราะห์โดยอาศัยข้อมูลที่รวบรวมในช่วงภาคการศึกษาที่ 2 (เดือน ธันวาคม 2565-กุมภาพันธ์ 2566) จากครูและนักเรียนชั้นมัธยมศึกษาปีที่ 5 จำนวน 31 คน ของโรงเรียนเอกชนสอนศาสนาแห่งหนึ่งในชนบทจังหวัดยะลา โดยใช้ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การวิจัย พบว่า ครูใช้เครื่องมือดิจิทัลที่ทันสมัย คือ พอดแคสต์เพื่อพัฒนาทักษะการฟังของนักเรียน รูปแบบการสอนของครูส่งผลให้นักเรียนเป็นฝ่ายตั้งรับมากกว่าการมีส่วนร่วมในการสอน อย่างไรก็ตาม ผลการศึกษาพบความแตกต่างของคะแนนการประเมินผลสัมฤทธิ์ก่อนเรียนและหลังเรียน พบว่า ค่า $t = 18.32$ ซึ่งมีนัยสำคัญทางสถิติที่ระดับ .05 จากข้อมูลเชิงคุณภาพ ในการศึกษาความคิดเห็นของนักเรียน พบว่า ความจริงจังของครูในการสอนทำให้ทักษะการฟังภาษาอังกฤษดีขึ้นอย่างมากหลังการเรียนรู้อยู่โดยใช้กิจกรรมพอดแคสต์ นักเรียนที่เรียนผ่านกิจกรรมการเรียนรู้พอดแคสต์มีความพึงพอใจในการจัดการเรียนรู้ของครูในระดับมาก ($\bar{X} = 4.34$, S.D. = 0.76) การศึกษาสรุปว่า การสอนโดยใช้พอดแคสต์ของครูสามารถช่วยแก้ไขปัญหการเรียนรู้ที่ถดถอยและกระตุ้นความสนใจของนักเรียน แต่ครูควรสนับสนุนนักเรียนให้มีส่วนร่วมในการอภิปรายด้วยความคิดเห็นเชิงวิจารณ์และเชิงสร้างสรรค์

คำสำคัญ: การศึกษาหลังโรคระบาด ภาวะถดถอยทางการเรียนรู้ พอดแคสต์ ทักษะการฟังภาษาอังกฤษ นักเรียนชนบท

Introduction

The COVID-19 pandemic has led to the closure of schools and universities, forcing students to stay home and rely on online education. However, the shift to remote learning has also increased students' reliance on the internet, leading to concerns about the excessive use of mobile phones and other devices. Many studies reported that prolonged internet and mobile phone usage could negatively impact students' academic performance and learning outcomes. Excessive use of the internet and mobile phones can lead to a range of negative outcomes,

including addiction, decreased social interaction, and decreased academic performance (Wang, & Chen, 2017). For example, students who spend long hours on social media or other entertainment websites are likelier to experience lower academic achievement due to a lack of focus and motivation (Kirschner, & Karpinski, 2010). Moreover, the overuse of mobile phones can lead to sleep disorders and other health problems, which can further negatively impact academic performance (Exelmans, & Van den Bulck, 2016).

Thai schools have been reporting a concerning trend of learning regression among their students. This information was reaffirmed by the observation from the researchers' school visits during 2021- 2023 as a preservice teacher supervisor and the discussion with 60 preservice teachers from Fatoni University who conducted practicums at rural schools in Yala, Pattani, and Naratiwas, Thailand. It was reported that many secondary school students of private religious schools in the southern border provinces of Thailand experience lower academic achievement after the pandemic-induced shift to online learning. Upon returning to regular classes in 2021, rural students, in particular, demonstrated low performance in English subjects as evaluated by their teachers through exercises, worksheets, and listening tests. Consequently, several students required additional support to complete these tasks and pass the national examination. Moreover, some learners exhibited a slower pace of learning compared to their pre-pandemic performance. The interruption in English language instruction was further exacerbated by students' reluctance to use textbooks as before. The social, cultural, and contextual conditions in the southern border provinces further compound the problem. Most people in the area used the local Malay language to communicate, and parents underestimated the importance of English, which is only a third language. Consequently, teaching English was perceived as less critical, and learners lacked confidence in using the language effectively. Opportunities for students to practice and develop their English skills outside the classroom were scarce, and their listening skills were particularly deficient. Most learners struggled to comprehend spoken English, failing to capture essential points and summarize content from listening exercises. Consequently, they lost interest in learning, resulting in low English proficiency. In response, some Thai teachers had sought to revitalize students' interest in English by replacing traditional textbooks with podcasts. This study examined a teacher's teaching

practice to improve the students' English listening skills, explored the impact of using a digital tool a podcast and investigated students' perceptions of teaching and learning management through the use of podcasts to improve their English listening skills.

Literature Review

English Teachers' Teaching Styles

The role of a teacher in the classroom is of paramount importance in shaping the educational experience of students. Over the years, different teaching approaches have emerged, each with its own strengths and weaknesses. One such approach is the teacher-centered approach, where the teacher takes on the role of the primary source of knowledge and instruction. However, there are concerns that this approach can lead to a lack of student participation, particularly in the case of language learning such as English.

The teacher-centered approach is characterized by the teacher being the main focus of the classroom, with the students playing a more passive role. In this approach, the teacher is responsible for delivering the content and directing the learning process. The teacher is viewed as the authority on the subject matter, and students are expected to listen attentively and follow the teacher's instructions.

While the teacher-centered approach has its advantages, such as maintaining order in the classroom and ensuring that the curriculum is covered in a timely and efficient manner, it can also have negative consequences. One of the main criticisms of the teacher-centered approach is that it can lead to a lack of student participation and engagement.

This is particularly true in language learning, such as English. Language learning requires active participation and engagement from the students, as they need to practice speaking, listening, reading, and writing in the language. McCarthy, & O'Dell (2008) maintain that language learning requires active participation and engagement from the students, as

they need to practice speaking, listening, reading, and writing in the language (McCarthy, & O'Dell, 2008). In a teacher-centered classroom, students may feel discouraged from participating and engaging in the learning process, as they may feel that they are not valued or that their opinions and ideas are not important (Weimer, 2013).

Furthermore, the teacher-centered approach can limit the opportunities for students to develop their language skills. Language learning requires practice, and students need opportunities to use the language in real-life situations. In a teacher-centered classroom, students may not have as many opportunities to practice their language skills as they are primarily listening to the teacher and taking notes.

In contrast, a student-centered approach emphasizes the active participation and engagement of students in the learning process. In a student-centered classroom, the teacher acts as a facilitator, guiding and supporting students as they explore the subject matter. Students are encouraged to actively participate in their own learning, with opportunities to ask questions, discuss ideas, and work collaboratively with their peers. In a student-centered classroom, language learning can be more effective, as students have more opportunities to practice their language skills. They are encouraged to speak, listen, read, and write in the language, and they have the opportunity to use the language in real-life situations. This can lead to a more authentic and meaningful language learning experience for students. Students are encouraged to take an active role in their own learning, with opportunities to ask questions, discuss ideas, and work collaboratively with their peers (Freeman et al., 2015). In a student-centered classroom, language learning can be more effective as students have more opportunities to practice their language skills” (Ellis, 2003).

In conclusion, while the teacher-centered approach may have its advantages, it can also lead to a lack of student participation and engagement,

particularly in language learning such as English. A student-centered approach, on the other hand, can be more effective in promoting active participation and engagement from students and can lead to a more authentic and meaningful language learning experience. Teachers should be aware of the impact of their teaching approach on student participation and engagement. They should strive to create a learning environment that is inclusive, engaging, and supportive of student learning.

Listening Skills

Listening is a crucial component of language learning and communication. According to Doff, & Oxford (1993), listening is the most important language skill, as it plays a more significant role in everyday communication than any other skill. Humans use listening to gain knowledge about their surroundings, for entertainment, and to increase their learning potential. Moreover, good listening skills bring success in life, as they affect the development of intelligence and communication abilities (Pinno, Khakitkosol, Attanatwong, & Chaisaeng, 2010). In today's digital era, modern technology and the internet are crucial in facilitating teaching and learning activities focusing on student-centered learning. The introduction of modern technology can meet the needs of the 21st-century learning environment, where technology is essential to organize and manage teaching and learning activities (Eady, & Lockyer, 2013). Furthermore, using modern technology can also enhance students' motivation and interest in learning, especially in language learning.

Podcasts

Podcasts are one of the technology mediums that can be used to enhance language learning, particularly in improving listening skills. Podcasts are a substantial technology medium with entertaining and informative content. Podcasts can be downloaded as audio files or video clips to enhance knowledge and entertainment. Podcasts are one of the methods of presenting multimedia files over the

internet system, where users can store data to play on their devices. Integrating modern technology, particularly podcasts, can facilitate and enhance language learning, particularly in developing good listening skills. Podcasts can also offer a variety of topics and genres, making them a useful tool for expanding learners' knowledge and interests beyond language learning. Additionally, podcasts are often designed for a general audience, meaning they can expose learners to authentic language use and diverse accents, which can aid in developing their listening skills in real-world situations. Therefore, it is essential to promote and develop students' English listening skills, especially the ability to learn and understand the meaning of what they have heard, as this is the foundation for communication, understanding, and knowledge acquisition.

Research Design

The research used a mixed-method approach that combines both qualitative and quantitative research methods to answer the research objectives. This approach allowed for a comprehensive understanding of the teaching style of the English teacher, the impact of using podcasts on students' English listening skills, and students' perceptions of teaching and learning management through the use of podcasts.

Participants

The case study included one English teacher and 31 grade 11 female students from a private religious school in Yala province, where students had to study both academic and religious subjects during the first semester of the academic year 2022. The selection of the sample was based on a purposive sampling method.

Data Collection

The following data collection methods were used:

a. Classroom Observation:

The researchers conducted classroom observation to collect data on the teaching style of the English teacher. The observation used a checklist that

captured the teacher's teaching methods, teaching aids, and student interaction.

b. Pre-test and Post-test:

To examine the impact of using podcasts on students' English listening skills, the researchers administered a pre-test and post-test. The pre-test was administered before the use of podcasts, while the post-test was administered after the use of podcasts. The listening test consisted of a series of audio recordings, and the researchers recorded the scores to determine any improvement in listening skills.

c. Focus Group Discussion:

The researchers conducted a focus group discussion with students and their teacher to explore their perceptions of teaching and learning management through the use of podcasts. The discussion was audio-recorded and transcribed for analysis.

d. Student Satisfaction Survey:

The researchers assessed student satisfaction with the teacher's podcast learning management. They developed a survey questionnaire to gather students' opinions and feedback on their experience with the podcast-based learning activities. The questionnaire included items related to the perceived effectiveness of the teaching method, engagement levels, and overall satisfaction.

Data Analysis

The collected data were analyzed using both qualitative and quantitative methods. The observation data were analyzed by content analysis to determine the teaching style adopted by the teacher. The pre-test and post-test scores were analyzed using paired-sample t-tests to determine any significant improvement in listening skills after using podcasts. The focus group discussion data were analyzed thematically to identify common themes and patterns in students' and teachers' perceptions of teaching and learning management through the use of podcasts. The student satisfaction survey data were analyzed using descriptive statistics, specifically through the calculation of mean (\bar{X}) and standard deviation (S.D.)

for each item on the survey. This approach provided a measure of central tendency and dispersion, respectively, to summarize the distribution of responses for each item. The top factors leading to satisfaction were identified by selecting the items with the highest mean scores, thus indicating areas where students were most satisfied with the use of podcasts in their learning experience.

Limitations

The study was conducted in one school with a limited sample size, which may limit the generalizability of the findings to other contexts. Additionally, the study only focused on the impact of a teacher's teaching style using podcasts on the student's English listening skills. It did not explore the impact on other language skills, such as speaking, reading, and writing. Finally, the study relied on self-reported data from students and their teacher, which might be subject to social desirability bias.

Instrument Development

In the study, the researchers employed a mixed-method approach to examine the teaching method of an English teacher who used podcasts to enhance the listening skills of students in a private religious school in rural Yala Province, Thailand. The instrument development involved several aspects, including the validity and reliability of the observation, pre-test/post-test assessments, student satisfaction evaluation, and focus group discussion. Here are further details on each aspect:

Validity and Reliability of Observation:

To assess the validity of the observation instrument, the researchers conducted a thorough review of existing literature, theories, and frameworks related to effective teaching practices and podcast-based learning. They consulted experts in the field to ensure the instrument's content validity, ensuring that it adequately measured the intended constructs.

Regarding reliability, the researchers employed inter-rater reliability techniques. This involved having multiple observers assess the same classroom

sessions independently and then comparing their ratings for agreement. A high level of agreement among observers indicated good reliability.

Pre-test/Post-test Assessments:

The researchers administered a pre-test and post-test to evaluate the impact of the podcast-based teaching method on students' listening skills. The pre-test was conducted before the implementation of the podcast learning activities, while the post-test was administered after the completion of the teaching intervention. The tests were designed to assess the students' listening abilities using appropriate listening tasks, such as comprehension questions or transcription exercises.

To ensure the reliability of the pre-test and post-test assessments, the researchers employed techniques such as test-retest reliability. This involved administering the same test to a group of students at two different time points, with a sufficient time interval in between. The correlation between the scores obtained on the two occasions indicated the test's reliability.

Student Satisfaction Evaluation:

To ensure the validity of the student satisfaction instrument, the researchers conducted a pilot study and consulted existing literature on measuring satisfaction in educational settings. This ensured that the questionnaire adequately captured the relevant dimensions of student satisfaction.

For the reliability of the student satisfaction instrument, the researchers employed internal consistency techniques, such as calculating Cronbach's alpha coefficient. This coefficient measured the internal consistency or reliability of a scale by assessing the correlation between different items in the questionnaire.

Focus Group Discussion (FGD):

The researchers also conducted a Focus Group Discussion (FGD) as part of the data collection process. The FGD aimed to gather qualitative insights and opinions from the participating students regarding their experience with the podcast-based learning

activities. The researchers facilitated a group discussion where students could freely express their thoughts, perceptions, and suggestions related to the teaching method. The FGD provided valuable qualitative data that complemented the quantitative findings from the pre-test/post-test assessments. It added depth and richness to the researchers' understanding of the students' experiences and perspectives related to the podcast-based learning approach.

Ethical Considerations

The researchers obtained informed consent from the participants before data collection through the principal, teacher, and parents. The researchers also ensured the confidentiality and anonymity of the participants. The study complied with the ethical principles outlined in the Helsinki Declaration.

Results

1. The teacher's teaching style resulted in passive responses from classroom participants, with students becoming defensive.

During classroom observation, a checklist was used to capture the teaching methods, teaching aids, and student interaction of the English teacher. It was found that the teacher's teaching style was predominantly teacher-centered, resulting in low levels of student

interaction and engagement. Students were observed to be passive and even defensive in their responses. Despite this, the teacher's dedication to teaching and focus on improving students' English listening skills led to a significant improvement in student performance on post-tests compared to pre-tests. It is worth noting that while the teacher's approach might have improved students' listening skills, there is a need to address the issue of low student interaction and engagement. Unengaged students might retain less information and not actively participate in the learning process. Therefore, the researchers suggested that the teacher should focus on strategies that encourage active student participation, such as group discussions, peer-to-peer learning, and the use of interactive teaching aids. However, the teacher's dedication to improving students' English listening skills through a teacher-centered approach yielded positive results, as evidenced by the significant improvement in post-test scores.

2. Podcast-based learning activities effectively improved students' English listening skills.

The results of analyzing the scores of learning activities using the podcast teaching model to improve the English listening skills of the target group of students before and after studying are displayed in Table 1.

Table 1: The scores of learning activities

Tests	N	Total Score	\bar{X}	Variance	S.D.	t	Sig.
Pretest	31	30	13.25	11.32	2.79	18.32	0.00
Posttest	31	30	22.16	11.66	2.74		

The table shows that the average score of the post-test is significantly higher than that of the pre-test, with a t-value of 18.32 and a p-value of 0.00. This indicates that podcast-based learning activities

effectively improve students' English listening skills.

3. Student satisfaction with podcast activities was high. Table 2 displays the results of the student satisfaction assessment form.

Table 2: The results of the student satisfaction

	Message	\bar{X}	S.D.
Content	1. The listening content has easy-to-understand conversations suitable for levels of student English proficiency.	4.05	0.67
	2. Listening contents are appropriate for the time spent in teaching.	4.19	0.72
	3. The illustrations from the podcast videos are clear and easy to understand according to the content and situation in each chapter.	4.19	0.72
Language	4. Pronunciation, language accents, texts, and sentences are clear, and students can easily understand.	4.14	0.83
	5. The speaker's speed is at an appropriate level.	4.38	0.91
	6. The students can pronounce English according to the chapter listening correctly according to the accent of the native speaker.	4.29	0.85
Benefits of podcasting	7. Podcasts help train students to find details and answer questions from conversations that can be heard.	4.38	0.91
	8. Podcasts help train students' listening comprehension ability in English for greater understanding.	4.48	0.80
	9. Podcasts encourage students to be interested in listening to English outside of the classroom.	4.57	0.47
	10. Students can use podcasts to improve their English learning skills more effectively.	4.67	0.97
	total	4.34	0.76

The table shows that students were highly satisfied with using podcasts as a teaching style of the teacher. The overall mean satisfaction score is 4.34, with a standard deviation of 0.76. The top three satisfaction factors are: "Students can use podcasts to improve their English learning skills more effectively" ($\bar{X} = 4.67$, S.D. = 0.97), "Podcasts encourage students to be interested in listening to English outside of the classroom" ($\bar{X} = 4.57$, S.D. = 0.47), and "Podcasts help train students' listening comprehension ability in English for greater understanding" ($\bar{X} = 4.48$, S.D. = 0.80).

In conclusion, using podcasts as a teaching style was highly effective in improving Muslim students'

English listening skills. The teacher's teaching style when using podcasts was highly satisfactory among students in this religious school. The teacher could select appropriate podcast content and duration to suit the ability level and interests of the Muslim students to ensure effective learning.

4. Students' perspectives, preferences, and concerns.

During the FGD, the researchers noted several key findings. The students expressed their appreciation for the use of podcasts as a learning tool, highlighting that it helped them improve their listening skills in English. They found the podcast activities engaging and enjoyable, as they provided them with real-life

listening contexts and exposure to different accents and speech patterns.

Furthermore, the FGD revealed that the students appreciated the teacher's dedication and seriousness in delivering the podcast-based lessons. They felt that the teacher's commitment contributed to their significant improvement in English listening skills.

However, the FGD also highlighted some concerns raised by the students. They mentioned that the teaching style of the English teacher resulted in passive responses from the students during class. Some students felt hesitant to actively participate or express their opinions, leading to a more defensive atmosphere in the classroom.

Discussion

From the findings, we have seen that the average post-test score was significantly higher than that of the pre-test, with a t-value of 18.32 and a p-value of 0.00. The positive results of using podcasts as a teaching tool to improve students' listening skills with regressive learning suggest that podcast activities can effectively enhance students' listening skills. The findings support the previous studies on using podcasts to improve language skills, e.g., Gonulal, 2020; Putri, & Apriliani, 2023; Gunawan, Mandiri, Suherdi, Hanifa, & Gunawan, 2023). However, it is important to acknowledge that this study represented only one example in the case of a post-pandemic learning recession. Thus, further research is needed to determine the generalizability of these findings.

Despite this, students found the use of podcasts enjoyable and useful in improving their English listening skills, as shown by the overall mean satisfaction score of 4.34, with a standard deviation of 0.76. It is important to consider the potential limitations of self-reported data and the possibility of social desirability bias when evaluating satisfaction assessments. Satisfaction does not always translate into improved learning outcomes. Furthermore, the study

found that the teacher's teaching style discouraged critical thinking, and the teacher's pedagogical approach had a significant impact on student engagement and learning outcomes in the classroom. It is also worth noting that the improvement in students' English listening skills after learning might be due to factors other than the teaching method alone, such as the quality and relevance of the learning materials, the frequency and consistency of practice, and the individual learning styles of the students. Therefore, it is important to consider multiple factors when evaluating the effectiveness of a teaching approach.

Conclusion

We extensively studied the teaching method of an English teacher in a private religious school in Yala province, specifically focusing on the use of podcasts to enhance students' English listening skills. We found that while a teacher-centered teaching method used by the participants of this case study might result in low student interaction and response, it did not necessarily mean that students could not learn or improve their skills as evidenced by the significant improvement in post-test scores compared to pre-test scores and the high satisfactory among students in this religious school.

However, some students expressed some concerns regarding the teacher's teaching style, which resulted in passive responses from students and limited student engagement in the classroom. To address these concerns, it is recommended that the teacher adopts a more student-centered approach, encouraging active participation and fostering a positive classroom environment. This can be achieved by incorporating various teaching methods, facilitating group discussions, and providing opportunities for peer-to-peer learning. It is crucial for teachers to prioritize student engagement, as it has been shown to impact learning outcomes positively.

Furthermore, incorporating diverse and culturally relevant content into podcast activities can enhance

student interest and engagement. By incorporating perspectives and experiences that resonate with the students' cultural context, teachers can create a more inclusive and equitable learning environment that supports the diverse needs of students.

Additionally, providing opportunities for students to reflect on their learning and assess their progress can further promote metacognitive awareness and help students identify areas for improvement. Regular formative assessments, self-reflection activities, and peer feedback sessions can support students' ability to monitor their own learning and take ownership of their progress.

Collaboration and professional development should also be encouraged. Teachers can benefit from collaborating with other educators or professionals in the field to share ideas, and best practices, and stay informed about the latest research and techniques. This ongoing professional development can help teachers continuously refine and improve their instructional strategies, ensuring effective and engaging instruction for their students.

In conclusion, while the use of podcasts as a teaching tool showed promising results in improving students' English listening skills, it is important for teachers to consider the overall teaching approach, student engagement, and instructional strategies. By adopting student-centered approaches, incorporating diverse content, providing opportunities for reflection, and engaging in professional development, teachers can create dynamic learning environments that promote active student participation and enhance learning outcomes. This case study contributes to the broader understanding of effective teaching methods in a post-pandemic learning recession and provides valuable insights for educators seeking to revitalize English education in similar contexts.

Suggestions and Recommendations

It may be worthwhile for the teacher to consider adjusting her teaching style to encourage more

active student involvement and to foster a more positive classroom environment. A study by Hattie, & Timperley (2007) found that student engagement was a crucial factor in determining teaching effectiveness. Teachers who actively involved students in the learning process tended to have more successful outcomes than those who relied on passive teaching methods. Another study by Osterman, & Kottkamp (1993) found that teachers who created a positive classroom environment and fostered a sense of community among students tended to have higher levels of student engagement and motivation. A meta-analysis by Roorda, Koomen, Spilt, & Oort (2011) found that teachers who used various teaching methods and strategies tended to have higher levels of student engagement and achievement. A study by Stipek (1996) found that teachers who provided clear expectations and feedback to students tended to have higher levels of student engagement and motivation. Overall, these studies suggest that a teacher's teaching style can have a significant impact on student engagement and learning outcomes. It is important for teachers to actively involve students in the learning process, create a positive classroom environment, use various teaching methods, and provide clear expectations and feedback to students to promote active engagement and improve learning outcomes.

From the findings of this case study, while the teacher's teaching style might not have been ideal for promoting active student engagement and participation in the classroom, it was still effective in achieving learning outcomes by improving students' listening skills. However, it is crucial to consider the potential limitations of self-reported data and the importance of a teacher's pedagogical approach. Teachers who prioritize student engagement through various instructional strategies, positive relationships, and feedback will likely create a more successful learning environment (Hattie, & Timperley, 2007). Therefore, it might be helpful for the teacher to

incorporate more diverse and culturally relevant content into the podcast activities to promote greater student interest and engagement. Moreover, several studies have shown that incorporating culturally relevant content can improve student motivation, engagement, and learning outcomes (Ladson-Billings, 1995; Gay, 2000). By incorporating diverse perspectives and experiences, the teacher might be able to create a more inclusive and equitable learning environment that supports all student learning needs. Furthermore, it might benefit the teacher to provide opportunities for students to reflect on their learning and assess their progress. This could include regular formative assessments, self-reflection activities, or peer feedback sessions. By providing opportunities for students to monitor their learning, teachers might be able to promote metacognitive awareness and help students identify areas for improvement (Schraw, & Dennison, 1994). Lastly, it might be helpful for the teacher of this case study to collaborate with other teachers or professionals in the field to continue to develop and improve upon podcast activities as a teaching tool. By sharing ideas and best practices, the teacher could stay up to date on the latest research and techniques and provide more effective instruction for her students. Overall, these recommendations suggest that a teacher's pedagogical approach, teaching strategies, and the content of instruction can all have a significant impact on student engagement and learning outcomes.

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