Tsaqofiya : Jurnal Pendidikan Bahasa dan Sastra Arab
Vol. 7 No. 2 Juli 2025, 556-571
P-ISSN : 2685-7022, E-ISSN : 2685-7103
DOI: https://doi.org/10.21154/7r2qv870

From Passive Learning to Digital Immersion: Enhancing Arabic Speaking Skills through Podcasts and Vlogs

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Abstract

The growing demand for Arabic communication competence in the 21st century requires innovative approaches beyond traditional pedagogy. This study aims to analyze the potential of educational podcasts and vlogs as transformative media for developing Arabic speaking skills with synthesizes second language acquisition theory with digital media practice. Employing a qualitative descriptive approach with a library research method, data were systematically collected from academic journals, case studies, and empirical reports retrieved from databases such as Scopus Preview, DOAJ, and Google Scholar. The study integrates Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory with the practical use of podcasts and vlogs, an area rarely explored in previous research. Findings indicate that podcasts and vlogs enhance both receptive and productive skills by providing authentic input, promoting learner motivation, and fostering self-expression in interactive contexts. They also address curriculum gaps, improve digital literacy, and align with 21st-century skill demands. However, challenges such as limited infrastructure, low teacher digital literacy, and rigid curricula remain critical barriers. It is recommended that educators integrate podcasts and vlogs into project-based learning, curriculum developers adopt flexible and communicative approaches, and policymakers strengthen digital infrastructure while supporting teacher training.

Keywords: *Arabic Speaking Skills, Podcasts and Vlogs, Digital Pedagogy, Second Language Acquisition*

Abstrak

Meningkatnya permintaan akan kompetensi komunikasi bahasa Arab di abad ke-21 membutuhkan pendekatan inovatif di luar pedagogi tradisional. Penelitian ini bertujuan menganalisis potensi podcast dan vlog edukatif sebagai media transformatif untuk mengembangkan keterampilan berbicara bahasa Arab dengan memadukan teori pemerolehan bahasa kedua dengan praktik media digital. Dengan menggunakan pendekatan deskriptif kualitatif dengan metode riset kepustakaan, data dikumpulkan secara sistematis dari jurnal akademik, studi kasus, dan laporan empiris yang diambil dari basis data seperti Scopus Preview, DOAJ, dan Google Scholar. Penelitian ini mengintegrasikan Hipotesis Input Krashen dan Teori Sosiokultural Vygotsky dengan penggunaan praktis podcast dan vlog, suatu area yang jarang dieksplorasi dalam penelitian sebelumnya. Temuan menunjukkan bahwa podcast dan vlog meningkatkan keterampilan reseptif dan produktif dengan

memberikan input autentik, mendorong motivasi pembelajar, dan mendorong ekspresi diri dalam konteks interaktif. Podcast dan vlog juga mengatasi kesenjangan kurikulum, meningkatkan literasi digital, dan selaras dengan tuntutan keterampilan abad ke-21. Namun, tantangan seperti keterbatasan infrastruktur, rendahnya literasi digital guru, dan kurikulum yang kaku tetap menjadi hambatan utama. Disarankan agar para pendidik mengintegrasikan podcast dan vlog ke dalam pembelajaran berbasis proyek, pengembang kurikulum mengadopsi pendekatan yang fleksibel dan komunikatif, dan para pembuat kebijakan memperkuat infrastruktur digital sekaligus mendukung pelatihan guru.

Kata Kunci: *Keterampilan Berbicara Bahasa Arab, Podcast dan Vlog, Pedagogi Digital, Akuisisi Bahasa Kedua*

INTRODUCTION

Although the urgency of learning Arabic continues to increase, mastering speaking skills still faces various challenges. Internally, learners often feel less confident and reluctant to speak due to limited vocabulary and understanding of the rules. Low motivation and interest in learning also worsen this condition. In addition, linguistic factors such as phonological difficulties, differences in phonetic features, and distinctive intonation patterns become obstacles. The complexity of Arabic grammar - from syntactic structures, root morphology, to case markers - adds to the difficulty in forming proper sentences. Meanwhile, semantic aspects such as variations in lexical and contextual meanings often lead to misunderstandings[1].

In addition to internal factors, external challenges such as the environment and pedagogical approaches also hinder the mastery of Arabic speaking skills. The lack of Arabic-speaking environment, the dominance of mother tongue in the classroom, and teaching methods that are not in accordance with the characteristics of the learners are the main obstacles. The lack of varied learning media and a curriculum that focuses too much on grammar rules also narrow the space for communication practice.[2] The gap between the global urgency of Arabic and its learning obstacles shows the need for pedagogical innovation. Traditional approaches have proven incapable of creating an interactive and immersive environment. Therefore, the transformation of Arabic learning is absolutely necessary, especially by

[1] Segaf Baharun, "Pendekatan Repetitif Melalui Hafalan Kitab Muḥāwarah Untuk Meningkatkan Kepercayaan Diri Berbicara Bahasa Arab," *Journal of Arabic Education, Linguisticsand Literature Studies* 3, no. 1 (2025): 16–33, https://doi.org/10.51214/jicalls.v3i1.1344.

[2] Marinda Noviani and Moh. Abdul Kholiq Hasan, "Problematika Dan Solusi Pembelajaran Keterampilan Berbicara Pada Mahasiswa Program Studi Pendidikan Bahasa Arab Di UIN Raden Mas Said Surakarta," *Rayah Al-Islam* 7, no. 1 (April 28, 2023): 245–59, https://doi.org/10.37274/rais.v7i1.662.

integrating 21st century skills such as critical thinking, creativity, collaboration, communication, as well as information, media and technology literacy to equip learners to face the demands of the modern world[3].

In language education, communication skills are a key foundation for building interaction in the target language. 21st century learning demands students to be adaptive learners, innovative problem solvers and effective collaborators. Modern curricula such as Curriculum 2013 in Indonesia have integrated the development of 4C skills in preparation for future challenges. Technology plays an important role in supporting language learning, providing resources such as apps, online courses and social media that encourage authentic language use. Multimodal digital media is also able to adapt to various learning styles, increase motivation, and create a more interesting and interactive learning atmosphere[4].

Technology is not just a tool, but an essential catalyst for realizing Arabic language learning that is aligned with the skill demands of the 21st century. Traditional challenges in Arabic language learning, such as lack of authentic communication, low motivation, and teacher-centered teaching, directly contradict the principles of 21st century learning. Technology, with its interactive and multimodal nature, offers immediate solutions to these pedagogical shortcomings. For example, interactive digital platforms facilitate collaboration and communication, while engaging content increases motivation[5]. The adoption of digital media such as podcasts and vlogs naturally facilitates the shift from teacher-centered passive learning to student-centered active, communicative and collaborative learning. This aligns perfectly with constructivist and interactionalist theories of second language acquisition (SLA), where learners actively construct knowledge and engage in social interaction[6].

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[3] Herman et al., *Kecakapan Abad 21: Literasi Matematis, Berpikir Matematis, Dan Berpikir Komputasi* (Indonesia Emas Group, 2024), 57.

[4] Ida Alinda Fathonah, Abdul Majid, and Chairani Astina, "Pembelajaran Bahasa Arab Melalui Channel Youtube Arab Podcast," *Journal of Student Research* 2, no. 4 (June 28, 2024): 176–97, https://doi.org/10.55606/jsr.v2i4.3166.

[5] Evi Muzaiyidah Bukhori and Ahmad Sulton, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Aplikasi Android," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 2 (July 14, 2023): 232–55, https://doi.org/10.21154/tsaqofiya.v5i2.292.

[6] Muhammad Nashrullah, Nur Halim, and Rijalul Ghifari Al-Fanani, "Penggunaan Media Pembelajaran Bahasa Arab Berbasis Video Untuk Meningkatkan Maharah Kalam Dalam Kitab Al Arabiyyah Lin Nasyiin," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (2021): 189–98.

Scholars have attempted to reveal the effectiveness of implementing podcasts or vlogs in improving Arabic speaking skills, such as at the MTs (Islamic Junior High School) student level[7], MA (Islamic Senior High School) student level[8], and university student level[9], as well as the relationship between podcasts and istima'[10] and so on. However, only a few studies have specifically analyzed the role of podcasts and vlogs in developing Arabic speaking skills from a pedagogical perspective and Second Language Acquisition (SLA) theory. Most studies have focused on the effectiveness of digital media in general, without examining in depth how the distinctive characteristics of podcasts and vlogs align with constructivist, interactionist, and sociocultural approaches in SLA. In addition, learning models based on authentic input, language immersion, and self-expression through digital media are still minimally explained in the context of digital-native learners who require interactive and multimodal spaces.

Therefore, this study attempts to fill the gap by synthesizing SLA theory and digital media practices as contextual and relevant pedagogical strategies in the modernization of 21st century Arabic language learning. Therefore, integrating podcasts and vlogs into Arabic language education is not just about using new tools; it is a strategic pedagogical move to modernize the curriculum and prepare students with the essential competencies needed for success in a globalized and information-rich world.

METHOD

This research uses a descriptive qualitative approach with a library research method. This approach was chosen because it is relevant to explore and analyze in

[7] Silviyah Mashlahatil Ummah and Shofil Fikri, "Penggunaan Platform Youtube Kanal Arab Podcasts Untuk Meningkatkan Keterampilan Maharah Kalam Di MTs Negeri 3 Malang," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 7, no. 01 (2024): 25–36.

[8] Agung Ridwan, "Peranan Media Podcast Untuk Peningkatan Keterampilan Berbicara Bahasa Arab Pada Siswa MAN 1 Pekalongan," *Universitas Islam Negeri KH. Abdurrahman Wahid Pekalongan*, 2022, https://www.academia.edu/download/92989437/Tugas_UTS_Media.pdf; Sriwahyuningsih R. Saleh, Ibnu Rawandhy N. Hula, and Chaterina Putri Doni, "Design and Development of Arabic Language Style for the Needs of Beginner-Level Speaking Proficiency Materials," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 205–26.

[9] Dede Nurdini, "Analisis Penggunaan Platform Media Sosial Sebagai Sarana Praktik Muhadatsah: Studi Kasus Mahasiswa Sastra Arab: Penelitian," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 3, no. 4 (2025): 1727–33; Anisul Imamah et al., "Implementasi Metode Sam'iyah Syafawiyah Pada Maharah Istima'dan Maharah Kalam Di PKPBA UIN Malang," *Borneo Journal of Language and Education* 4, no. 1 (2024): 95–106.

[10] Noni Noni, "Studi Analisis Konten Kanal Arab Podcasts Pada Tema Istimaâ€™ Bahasa Arab Tingkat Pemula Dan Menengah," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2023): 65–82.

depth the potential of digital media, particularly podcasts and vlogs, as learning innovations in the development of Arabic speaking skills. Data were collected from various relevant literature sources, including academic journals, scientific books, research reports and digital publications[11].

The data collection process was conducted by systematic search through several databases such as Google Scholar, DOAJ, Scopus Preview, ResearchGate, and university digital libraries, with keywords such as "podcast for language learning", "vlog in Arabic language education", "SLA and digital media", and "Arabic speaking skills in the 21st century". The selected literature met the inclusion criteria: discussed the use of podcasts/vlogs in language learning, focused on speaking skills or language acquisition theory, published in the last 10 years (2014-2024), and available in English or Indonesian. The exclusion criteria included: articles that only discussed reading/writing skills without relevance to speaking skills, non-academic or opinion sources without methodological references. After the selection process, 28 primary sources were used for in-depth analysis.

Data analysis was conducted through content analysis and thematic synthesis. This process included the stages of initial reading, marking of main themes, and thematic mapping using the SLA theory-based framework and 21st century pedagogy approach. The three main categories analyzed were: pedagogical benefits of podcasts and vlogs in the context of Arabic language acquisition, challenges of digital media implementation in learning practices, and solution strategies offered in the literature. The coding procedure was done manually, noting important recurring findings and grouping them into thematic categories for further synthesis[12].

To maintain validity, source triangulation was conducted by comparing findings from different types of publications (international journals, case study reports, and conceptual articles) to produce objective and comprehensive conclusions.

[11] Lexy J. Moleong, *Metodologi Penelitian Kualitatif, Ed. Revisi* (Bandung: PT Remaja Rosdakarya, 2018).

[12] Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology, 3rd Ed* (Thousand Oaks: Sage, 2013), 36–45.

DISCUSSION

Pedagogical Benefits and Effectiveness of Podcasts and Vlogs in Developing Arabic Speaking Skills

a. Improved Listening and Speaking Skills

Podcasts and vlogs contribute significantly to improving listening and speaking skills in Arabic language learning. Podcasts, as audio media, support the acquisition of listening skills through the provision of authentic materials, real contexts, and diverse accents, as well as enriching aspects of grammar, pronunciation, and vocabulary. Regular exposure to podcasts proved more effective than conventional learning in improving listening comprehension[13]. Meanwhile, video-formatted vlogs offer a space for expression that promotes improved speaking skills, especially through video-making projects that improve fluency, accuracy and confidence. Vlogging also facilitates authentic assessment and self-reflection, allowing learners to improve gradually and be more aware of their strengths and weaknesses in language[14].

Podcasts and vlogs cumulatively create a "semi-immersive" environment that overcomes the lack of real Arabic speaking environment, which is one of the crucial challenges in Arabic language learning. Speaking skill is a complex cognitive skill that requires consistent practice and exposure to authentic language. When natural immersive environments are not available, digital media can effectively simulate them. Podcasts provide the necessary input for listening comprehension and vocabulary building, which are the foundations for speaking. Vlogs, by encouraging self-expression and recorded public speaking practice, offer a low-risk output environment where learners can practice, self-evaluate, and gain confidence without the immediate pressure and anxiety of a face-to-face classroom. This shows how technology can effectively bridge the gap between ideal learning conditions (full immersion) and practical constraints (limited real-

[13] Shao-Ting Hung, "Pedagogical Applications of Vlogs: An Investigation into ESP Learners' Perceptions," *British Journal of Educational Technology* 42, no. 5 (September 15, 2011): 736–46, https://doi.org/10.1111/j.1467-8535.2010.01086.x.

[14] Ahmad Fadillah, Rina Herlina, and Didih Faridah, "The Use Of Youtube Vlogs In Learning Speaking To Perform Descriptive Text," *Journal of English Education Program (JEEP)* 11, no. 1 (January 28, 2024): 53, https://doi.org/10.25157/(jeep).v11i1.13561.

world exposure), making high-quality language acquisition more accessible and effective[15].

b. Increased Learner Motivation and Engagement

Podcasts and vlogs appeal to students because they are modern and relevant to their digital lifestyle, making learning more fun and less boring. YouTube vlogs provide a space for self-expression, encourage the improvement of language skills, and help students discover their potential[16]. Studies show that the use of podcasts in a Project Based Learning (PBL) approach improves accuracy, fluency, engagement and motivation to learn. Channels like "Arabic Podcast" also create an active learning community through interaction in the comments section, creating an interactive and contextualized learning environment, which ultimately strengthens students' understanding and motivation in learning Arabic[17].

Podcasts and vlogs not only encourage linguistic progress, but also help overcome psychological barriers such as low motivation and self-confidence, which often hinder language acquisition. As per Krashen's Affective Filter Hypothesis, fun and non-judgmental media such as podcasts and vlogs can lower the affective filter, reducing fear and embarrassment. The ability to practice independently and receive positive feedback builds learner confidence[18]. The move from traditional learning to interactive digital platforms gives learners a sense of control, intrinsic motivation and social support, making learning more natural, enjoyable and effective in the long run.

c. Case Studies and Empirical Evidence

The effectiveness of podcasts and vlogs in improving Arabic speaking skills is supported by various case studies and empirical evidence. One example is the YouTube channel "Arab Podcast", which uses the listening and speaking

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[15] Rakati Sajjad Esmaili Danesh Mohammadi, "Phenomenology of Challenges in Creating Arabic Speaking Learning Environment from Students' Perspective," *Language Related Research* 13, no. 1 (2022): 261–98, https://doi.org/10.52547/LRR.13.1.9.

[16] Aprilia and Ubaidillah, "Pembelajaran Keterampilan Berbicara Di Era Abad 21 Berbasis Pendekatan Quantum," *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 13, no. 2 (2021): 170–85, http://dx.doi.org/10.32678/al-ittijah.v13i2.4678.

[17] Muhammad Safar, Masruddin, and St. Hartina, "The Impact of Podcast Video Creation on Students' Speaking Proficiency in Project-Based Learning," *EDUTREND: Journal of Emerging Issues and Trends in Education* 2, no. 1 (January 30, 2025): 35–47, https://doi.org/10.59110/edutrend.495.

[18] Fadillah, Herlina, and Faridah, "The Use Of Youtube Vlogs In Learning Speaking To Perform Descriptive Text."

approach as well as audiovisual-based communicative methods. The content presented is interesting, relevant, and uses a mixture of Arabic and Indonesian, helping learners understand the material contextually. Active interaction in the comment section also forms a supportive learning community, enhancing motivation, understanding, and exchange of experiences between learners[19].

Various case studies conducted in madrasahs show a consistent positive impact of utilizing video learning materials on YouTube on students' four Arabic language skills: speaking, listening, reading, and writing. Specifically, studies by Safitri[20] found that YouTube videos can enrich learning materials and improve all four language skills. Other studies by Husni[21] also reported similar results, confirming that YouTube videos can improve grammar comprehension and all four language skills[22].

Podcast Video Project for Speaking Skills Improvement: A study utilizing a pre-experimental design with 28 eleventh grade students showed significant improvement in students' speaking ability after participation in a podcast video creation project. Post-test scores (M=51.5) were substantially higher than pre-test scores (M=42.4), with a t-value of 11.145 ($p<0.05$). These findings clearly highlight the positive impact of PBL through podcast video creation on students' speaking accuracy, fluency, and comprehension, as well as encouraging engagement and collaboration[23].

The consistency of empirical findings across different contexts-whether in YouTube channels, madrasahs or secondary education-provides strong validation of the effectiveness of podcasts and vlogs. Multiple studies using different methods show similar positive impacts, particularly on improving accuracy, fluency and comprehension in speaking skills. These findings reinforce that the

[19] Ida Alinda Fathonah, Abdul Majid, and Chairani Astina, "Pembelajaran Bahasa Arab Melalui Channel Youtube Arab Podcast."

[20] Intan Anggreaeni Safitri, "Analisis Konten Persuasif Pada Media Sosial Youtube (Channel Muslim Viral Bugis)" (PhD Thesis, UIN KH Abdurrahman Wahid Pekalongan, 2024), http://etheses.uingusdur.ac.id/7733/.

[21] Husni Husni et al., "Preferable Applications for Home-Based Learning during the Coronavirus (COVID-19) Outbreak in Indonesia Islamic Higher Education," *International Journal of Scientific and Technology Research* 9 (2020): 281–84.

[22] Iis Susiawati et al., "Peningkatan Pengetahuan Bahasa Arab Dan Pembelajarannya Dengan Media Youtube," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 5, no. 1 (March 22, 2023): 672–81, https://doi.org/10.31004/edukatif.v5i1.3911.

[23] Safar, Masruddin, and St. Hartina, "The Impact of Podcast Video Creation on Students' Speaking Proficiency in Project-Based Learning."

benefits of digital media are cross-setting and relevant across different levels of education, making their effectiveness not just a theoretical potential, but a proven reality.

Challenges and Solutions in the Implementation of Podcasts and Vlogs for Arabic Language Learning

a. Identification of Challenges

Although podcasts and vlogs have great potential in Arabic language learning, their implementation faces various strategic challenges. Firstly, limited infrastructure and digital access, especially in remote areas, hinder optimal utilization of the media. Secondly, low digital literacy and lack of teacher training make the integration of technology into learning often hampered[24]. Third, rigid curriculum and non-adaptive materials limit teachers' flexibility in using digital media, and do not support the development of communicative speaking skills. Fourth, pedagogical and psychological challenges include students' diverse abilities, low interest in learning, and the risk of inappropriate use of technology, which can inhibit critical thinking. Managing large classes with different proficiency levels also makes effective speaking practices difficult. Finally, content quality and technical aspects are a concern. Podcasts and vlogs need to be designed to be short, engaging and data-light to remain accessible, especially for students with limited internet connections or devices[25].

These challenges are interrelated and mutually reinforcing. For example, even if teachers are trained, poor infrastructure limits their ability to apply new skills. Conversely, strong infrastructure will not be optimally utilized if teachers lack digital literacy or if the curriculum is not adapted. Student engagement and varying proficiency levels further complicate effective technology integration. This suggests that a partial approach to digital integration is unlikely to succeed. Addressing these challenges therefore requires a strategic and multi-faceted

[24] Muhammad Abdun Jamil and Devin Abdullayev, "Integration of Technology in Arabic Language Pedagogy: Challenges and Opportunities for Modern Curriculum Development," *Lughawiyah: Journal of Arabic Education and Linguistics* 6, no. 2 (December 30, 2024): 120, https://doi.org/10.31958/lughawiyah.v6i2.13468.

[25] Isna Mufidah, Siti Khoiriyah, and Nurul Ainiy, "Implementation of Arabic Language Learning Media in Islamic Universities: Benefits and Problems," *Journal of Arabic Language Learning and Teaching (JALLT)* 3, no. 1 (2025): 59–68.

approach involving institutional commitment, policy support and a fundamental shift in pedagogical mindset.

b. Strategies and Recommended Solutions

To address the challenges that have been identified in the implementation of podcasts and vlogs for Arabic language learning, comprehensive and integrated strategies and recommended solutions are needed. Effective solutions are not only technical or institutional in nature, but should also be rooted in a deep understanding of learner psychology and classroom dynamics, creating an environment that not only enables but also encourages authentic and anxiety-free language use, thus forming a holistic learning ecosystem.

1) Improved Infrastructure and Access:

Close collaboration between the government and educational institutions is needed to strengthen digital infrastructure, including the provision of devices and adequate internet access. In addition, the use of offline media can be an alternative solution in areas with limited connectivity, so that digital learning can still be accessed equally[26].

2) Teacher Training and Professional Development:

It is essential to improve Arabic teachers' teaching methods skills, particularly in the use of technology. Teacher training programs should be comprehensive, covering the use of e-learning platforms, Arabic learning apps, and digital collaboration tools such as Zoom or Microsoft Teams[27].

Training should not only focus on technical aspects but also on teaching strategies that utilize technology, such as integrating gamification or instructional videos into the curriculum[28].

Ongoing support, such as mentoring or the establishment of online learning communities, can help teachers overcome the difficulties they encounter in using technology effectively and improve their digital literacy[29].

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[26] Mufidah, Khoiriyah, and Ainiy.

[27] Burhanuddin and Saepul Ramdani, "Tantangan Dan Prospek Studi Bahasa Arab Dalam Pengembangan Dakwah Islam Di Indonesia," *Jurnal Sosial Dan Humaniora* 1, no. 3 (2024): 180–90, https://doi.org/10.62017/arima.

[28] Putri Kholida Faiqoh, Hamida Gadoum, and Anggi Nurul Baity, "Digital Media and Technology in Arabic Language Learning," *Journal of Arabic Language Teaching* 5, no. 1 (June 21, 2025): 121–32, https://doi.org/10.35719/arkhas.v5i1.2263.

3) Adaptive Curriculum Development:

The curriculum needs to be developed to be more customized and flexible, allowing for the integration of technology and multimedia resources into teaching methods. This means the curriculum should shift from a rigid focus on grammar to a more communicative approach[30].

The curriculum should also be consistent with communicative method teaching, which emphasizes language practice in real contexts and encourages spontaneous language use[31].

4) Focus on Content Quality:

Prioritize the development and use of shorter, high-quality, student-engaging multimedia content to maximize learning effectiveness. Content should be authentic and relevant to learners' interests to ensure maximum engagement[32].

5) Student-Centered Pedagogical Approach:

Encourage a more student-centered approach, allowing for interactive and collaborative learning experiences. Adopting role-based teaching methods, group discussions, and multimedia are proven to improve Arabic language skills[33].

It is also important to encourage interaction with native speakers or fellow learners to create an authentic language environment, both through online platforms and out-of-class activities[34].

6) Overcoming Psychological Challenges:

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[29] Vidhi Mehta et al., "Second Language Acquisition Support Through Media Literacy and Digital Media Platforms," in *Supporting Linguistic Differences Through Literacy Education* (IGI Global, 2025), 361–88, https://doi.org/10.4018/979-8-3373-3496-7.ch011.

[30] Sultan Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (October 14, 2024): 1116, https://doi.org/10.3390/educsci14101116.

[31] Ahmed Alsubhi et al., "Unlocking the Future of Arabic Languages Teaching: Exploring Communicative Language Teaching Methodology," *International Journal of Academic Research in Business and Social Sciences* 13, no. 10 (October 25, 2023): 1455, https://doi.org/10.6007/IJARBSS/v13-i10/19015.

[32] Ntshimane Elphas Mohale, "Accessibility Challenges of Using Podcasts and Vodcasts in a South African Distance Learning University," *Research in Social Sciences and Technology* 9, no. 3 (October 3, 2024): 93–109, https://doi.org/10.46303/ressat.2024.49.

[33] Jamil and Abdullayev, "Integration of Technology in Arabic Language Pedagogy: Challenges and Opportunities for Modern Curriculum Development."

[34] Chang Ching-Wen;, Cathy; Pearman, and Nicholas Farha, "Second Language Acquisition: Implications of Web 2.0 and Beyond," *Critical Questions in Education 3* 3, no. 2 (2012): 52–64.

Build students' confidence through regular practice and constructive feedback, such as through self-evaluation on the vlog project[35].

Creating a calm and dedicated environment for speaking Arabic, as well as reducing the fear of being made fun of or making mistakes, is essential to encourage active participation. This can be achieved by fostering a classroom culture where mistakes are seen as part of the learning process and communication is valued above perfection[36].

c. Comparison with Other Learning Tools

Although podcasts and vlogs offer unique advantages, it is important to compare them with other digital tools widely used in language education to understand their complementary roles and limitations.

Video Conferencing Platforms: Platforms like Zoom facilitate synchronous online workshops and collaborative work in breakout rooms. They can replace or even surpass the capabilities of face-to-face seminars for collaborative work. Video conferencing tools can also build communities and enhance learning in real-time sessions. However, the synchronous nature of these platforms can lead to screen fatigue due to prolonged screen exposure. Unlike podcasts and vlogs, which are often asynchronous and offer time flexibility, Zoom requires real-time presence[37].

Gamification Platforms: Gamification platforms such as Kahoot and Quizizz are designed to improve information retention and motivation through competitive and interactive elements. Kahoot, with its competitive quiz format and simple interface, is easier to use for direct learning activities in the classroom[38]. Meanwhile, Quizizz excels in providing detailed learning outcome reports and learning flexibility, although Kahoot is more oriented towards fun and real-time engagement. While gamification is effective for practice and

[35] Hung, "Pedagogical Applications of Vlogs: An Investigation into ESP Learners' Perceptions."

[36] Rakati Sajjad Esmaili Danesh Mohammadi, "Phenomenology of Challenges in Creating Arabic Speaking Learning Environment from Students' Perspective."

[37] Iyus Yosep et al., "Screen Fatigue During Online Learning Among First Grade of Nursing Students," *Jurnal Keperawatan Komprehensif (Comprehensive Nursing Journal)* 10, no. 2 (April 30, 2024), https://doi.org/10.33755/jkk.v10i2.631.

[38] Amiratun Nisak, Hanomi Hanomi, and Asrina Asrina, "Tahsiin Mahaarat Al-Istimaa' Bistikhdaami Kahoot! Ladaa Thullaab al-Madrasat al-Tsanawiyyat Muhammadiyat al-Islamiyyat Solok Sumatra al-Gharbiyyat," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 2 (July 5, 2024): 346–57, https://doi.org/10.21154/tsaqofiya.v6i2.621.

formative assessment, podcasts and vlogs focus more on authentic content consumption and more complex and expressive language production[39].

This comparison shows that no single digital tool is universally superior. Instead, a strategic combination of various tools, including podcasts, vlogs, video conferencing platforms, and gamification, can create a more holistic and adaptive learning ecosystem, leveraging the strengths of each tool to address various aspects of language acquisition.

d. Intrinsic Limitations of Podcasts and Vlogs

Although podcasts and vlogs have many benefits, their implementation faces several important limitations. *First*, high data consumption, especially for video podcasts (vodcasts), can be a barrier for students in areas with limited internet connectivity. Content that is too long also risks reducing attention, so short, high-quality material is needed[40]. *Second*, screen fatigue resulting from prolonged screen exposure can affect concentration, memory retention, and physical comfort, especially in intensive online learning. Symptoms include eye strain, headaches, and reduced cognitive function[41]. *Third*, the lack of face-to-face interaction in asynchronous learning limits interpersonal aspects. Minimal social support and real-time communication can reduce motivation, cause feelings of isolation, and limit the use of non-verbal cues that are important in language learning. Vlogs do encourage self-expression, but they remain one-way and lack interactivity[42].

These challenges are interrelated and reinforce each other. For example, even if teachers are trained, poor infrastructure limits their ability to apply new skills. Conversely, strong infrastructure will not be optimally utilised if teachers lack digital literacy or if the curriculum is not adapted. Student engagement and varying levels of proficiency further complicate effective technology integration. This suggests that a piecemeal approach to digital integration is unlikely to succeed. Therefore,

[39] Ifa Rodifah Nur, Bachar Allafiony, and Ana Sabila Rizqia, "The Use of Kahoot! As an Arabic Teaching Media for Senior High School Students," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 2 (August 1, 2024): 606–17, https://doi.org/10.21154/tsaqofiya.v6i2.394.

[40] Mohale, "Accessibility Challenges of Using Podcasts and Vodcasts in a South African Distance Learning University."

[41] Yosep et al., "Screen Fatigue During Online Learning Among First Grade of Nursing Students."

[42] Fadillah, Herlina, and Faridah, "The Use Of Youtube Vlogs In Learning Speaking To Perform Descriptive Text."

addressing these challenges requires a strategic and multi-faceted approach involving institutional commitment, policy support, and a fundamental shift in pedagogical thinking.

CONCLUSION

Developing Arabic speaking skills in the 21st century demands pedagogical innovations beyond traditional methods. Educational podcasts and vlogs offer authentic, interactive learning environments that enhance listening, vocabulary, pronunciation, speaking skills, and self-expression. Grounded in Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory, Constructivism, and Interactionism, these tools promote meaningful input, social interaction, and active learning. Empirical studies on Arabic podcasts and madrasa implementations indicate improved language proficiency, motivation, and learner engagement.

However, challenges such as limited infrastructure, low digital literacy among teachers, and rigid curricula hinder their adoption. Addressing these requires improved infrastructure, teacher training, flexible curricula, quality content, and learner-centered strategies. This study, based on a literature review and secondary data, identifies theoretical benefits but acknowledges the need for further empirical validation in diverse learning contexts.

Recommendations include integrating podcasts and vlogs into project-based learning, fostering authentic communication, and creating supportive classroom environments. Curriculum developers should design flexible, digitally oriented materials and provide continuous teacher training. Institutions and policymakers are encouraged to strengthen digital infrastructure and establish policies that support technology integration and empower both teachers and students.

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