

Fostering the development of future tourism and hospitality professionals' employability skills through the use of podcasting technology

Podsticanje razvoja veština neophodnih za zapošljavanje budućih profesionalaca u turizmu i ugostiteljstvu posredstvom podkasting tehnologije

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Abstract

As business environments keep changing and evolving so do professionals from various fields find themselves in the need of developing various employability skills. One such skill is communication in foreign languages and one way of developing language competence, in a timely manner, is to apply different technology in tertiary education language study. Podcasts are considered a complex yet simple way of developing students' language competence and this study aims at investigating the level of podcast effectiveness in improving the English language vocabulary knowledge of students of tourism and hospitality. The results of quantitative research show that listening to podcasts improves students' vocabulary scores. Namely, the mean score for the post-test of the experimental group indicates a positive and significant difference in vocabulary knowledge of EFL students. This way, future tourism and hospitality professionals will have developed an important soft skill even before becoming active participants in the labor market.

Keywords: podcasting, language learning, vocabulary acquisition, employability skills, tourism and hospitality

Sažetak

U korak sa promenama u poslovnom okruženju i profesionalci u raznim oblastima rada suočeni su sa potrebom unapređenja različitih veština neophodnih za zapošljavanje. Jedna takva veština je komunikacija na stranom jeziku, a jedan od načina pravovremenog razvoja jezičke kompetencije, je primena različitih vrsta tehnologija u nastavi jezika na visokoškolskim ustanovama. Podkast je istovremeno složen ali i jednostavan alat za razvoj jezičke kompetencije studenata a cilj ovog rada je utvrđivanje stepena uticaja podkasta na unapređenje nivoa znanja vokabulara engleskog jezika kod studenata turizma i ugostiteljstva. Rezultati kvantitativnog istraživanja ukazuju na to da slušanje podkasta ima pozitivan uticaj na stepen poznavanja vokabulara. Naime, srednje vrednosti post-testa eksperimentalne grupe ukazuju na postojanje razlike u nivou znanja vokabulara u odnosu na kontrolnu grupu. Na ovaj način, studenti turizma i ugostiteljstva će moći da razviju važnu meku veštinu mnogo pre nego što i sami postanu aktivni učesnici tržišta rada.

Ključne reči: podkasting, učenje jezika, usvajanje vokabulara, veštine neophodne za zapošljavanje, turizam i ugostiteljstvo


1. Introduction

As Serbia and numerous other countries are dealing with increasing workforce mobility, the ability to effectively communicate in several foreign languages is becoming increasingly relevant. Tenzer et al. (2017) emphasize that modern, especially multinational businesses pay special attention to staff language diversity and proficiency. Tourism, much more than other industrial sectors, is

growing expeditiously and employing a large number of people. A majority of tourism and hospitality employees are nowadays required to be extremely skillful foreign-language users in order to properly respond to tourists' needs and thus "provide satisfaction that may lead to an increase in incoming visitors" (Mantra et. al, 2020:5460). Tourism employees are recommended to continuously work on their foreign language competence as they need to have a good command of grammar and vocabulary,

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pronunciation and intonation etc. Mantra et al. (2020) state that a tour guide should have a minimum TOEIC score of 750, whereas the minimum TOEIC score for waiters and receptionists should be 555, and for chefs and cooks 470. Chaudhary & Kaur (2016), Rao (2016) and Carvalho et al. (2021) all agree that an advanced knowledge of a foreign language is one of the key factors in employment success of both graduate students and senior workforce.

To achieve such levels of English (or any other foreign language) proficiency, tourism and hospitality workers must first deal with a number of hindrances that they experience when learning a foreign language. Rahman & Wibawa (2022) mention several obstacles in learning English such as a lack of confidence, lack of motivation, feeling of shame, fear of mispronunciation and lack of vocabulary. They further propose ways of dealing with such impediments including “independent learning resources” (Rahman et al., 2022:50) i.e. online (electronic) tools that are known for their flexibility. Namely, tourism and hospitality workers require language learning materials that can be accessed anytime and anywhere and which enable self-paced learning and encourage learners to keep on learning. For the tourism and hospitality industry, which is rather dynamic, Luka (2016) recommends a blended learning approach to foreign language learning. As blended learning includes both classroom instruction and the use of e-learning tools (e-learning platforms, Web 2.0, Web 3.0, etc.), podcasting technology seems an appropriate choice for improving the English language competency of future tourism and hospitality professionals.

21st century is a century of significant change – change primarily in the field of technology that inevitably affects numerous other sectors such as economy, science, communication and education. CALL is a thoroughly investigated approach to language learning that is nowadays focusing on the use of Web 2.0 tools, which offer a learning experience (or any other kind of experience) that is completely in sync with the user’s needs, emotions and daily behavior. But while the Web 2.0 technology is still at its outset, other computer-based and mobile-based technology is in its prime – i.e. Web 2.0 and Web 3.0 tools have become so popular that they have become an integral part of the language learning process. Furthermore, tools such as social media platforms (Facebook, Twitter, Messenger, etc.), blogs, wikis, podcasts or virtual worlds, digital libraries, virtual educational laboratories or intelligent learning systems have been proved to have a rather positive impact on language learning (both inside and outside language classrooms). Some of the benefits of the abovementioned tools in language learning include promoting affective learning (the enhancement of student motivation, positive attitude towards technology-enhanced language learning) (Luo, 2013), an increase in the level of interactivity and collaboration (Başal, 2016), augmenting learners’ performance (Chen et al. 2010, Sun, 2012, Vurdien, 2011, Lee, 2010, etc.) and language confidence (Hsu et al., 2011).

While podcasting technology might seem outdated and passé, the increase in the number of available podcasts worldwide from 2004 (when podcasts first appeared) to 2022, shows a high level of interest in this low-cost medium of disseminating information and learning/teaching tool. With over 2 million podcast shows and 48 million episodes on a global level (Winn, 2021), podcasts are becoming an integral part of people’s everyday “listening experience” and thus must be taken into consideration even in the field of foreign language acquisition. Serbian “podcasting” context is somewhat different to the one in the USA, UK or Australia (where podcasts are extremely popular) but the existence of Podcast.rs (Serbian podcasting platform established in 2019) and a constantly increasing number of podcasts and podcast episodes stand to show that the medium is gaining momentum in our country as well.

Al Qasim and Al Fadda (2013) talk of four types of podcasts that are considered suitable for use in the EFL classroom: 1) podcasts relating to ESL, 2) native English podcasts, 3) test preparation (TOEFL and IELTS) podcasts and 4) student-produced podcasts (Al Qasim & Al Fadda, 2013, p.31). There exists a lack of available literature on the integration of this particular technology in the Serbian context and this research aims to contribute to this area of language learning research by providing data obtained from quantitative research conducted with 60 higher education students from Serbia (students of Department Higher Business School Leskovac – Academy of Professional Studies South Serbia).

According to Cambridge Dictionary, *podcasting* is “the process of making digital recordings of radio programs that people can download from the Internet” (Online Cambridge Dictionary, 2022). A podcast is defined as a “digital audio file that can be taken from the internet and played on a computer or a device that you can carry with you” (Oxford Learners Dictionary, 2022). A term coined from words iPod and broadcast (Chan et al., 2007), podcasts are said to be either audio or video files which are “posted as series on the web and distributed via the assistance of a Rapid Simple Syndication feed” (also known as an RSS feed) (Bamanger & Alhassan, 2015, p.65). The RSS technology is used so that the uploaded audio/video materials are automatically “pushed” to subscribers for download. The process of creating a podcast is rather simple: namely, there are three stages – production, publication and generating an RSS feed. The production stage does not necessarily involve the use of expensive equipment (professional recording studios, microphones, headphones and editing software) and there are even podcasting hosting platforms which offer (at least to some extent) their services for free. Buzzsprout, Captivate, RSS.com, Podbean are just some of the podcasting platforms that allow their users to create and instantaneously edit their video and/or audio recordings after which they are available to the general public on their podcasting hosting site (and other directories such as Apple Podcasts, Spotify, etc.).

According to the form in which they may appear, podcasts are divided into 3 categories:

- audio podcasts (containing only audio content),
- enhanced podcasts (containing both audio content and additional materials such as pictures, slides, short videos) and
- VODcasts (video podcasts also known as vlogs).

Podcasts can also be divided according to their format. They can be structured as interviews, monologues, co-host conversations or they can appear in a bite-sized format whose length does not exceed the 10-minute limit. Language learning podcasts fall into this category as recent research shows that their average length is 7.98 minutes (Misener, 2019).

Podcasts have long been recognized as an effective tool in language teaching and learning. From tools for conducting extra-curricular activities (supplemental resources) to one of the main media for delivering and creating language learning materials, podcasts have come a long way and developed into a complex yet simple way of developing students' language competence. According to Rosell-Aguilar (2007) available podcast resources for language learning can be divided into two main groups:

- 1) language courses or teaching materials which are specifically designed for language learning and
- 2) authentic materials (prepared by advanced learners or native speakers) whose primary aim is not to teach a foreign language but provide relevant content on a particular topic (economics, politics, sports, fashion, etc).

The first group can be classified into two subgroups including: materials designed for general public (i.e. language learners not attending any specific course) and public podcasts and materials designed for a specific audience (e.g. materials prepared by teachers or students themselves for use in their specific class).

The available literature on podcast application in language learning includes research dealing with the effects of podcasts on learners' language skills (grammar, vocabulary, listening, writing, pronunciation) and research on learners' perception of podcasts (motivation, learning styles, attitudes, opinions, etc.). Ashraf, Noroozi and Salami (2011) showed a positive effect of podcasts on students' listening skills and students' positive attitude towards using this technology in their language classes. Istanto (2011) and Hawke (2010) also found podcasts to be beneficial in improving students' listening skills and grammar knowledge; Fitriya, Vianty and Petrus (2015) research shows a significant difference in both listening and speaking achievements between the experimental group (taught by using podcasts – 2.5 months of instruction) and control group that was taught using the "traditional" method. The same, positive effects on students' listening, speaking, writing skills and overall positive attitude and high level of acceptance and enjoyment in podcast-related activities (be it their production or "consumption") was found in the latest research conducted by Qaddour (2017), Phillips (2017), Chaikovska, Zbaravska and Bilyk (2019), Gonulal (2020), Yeh et. al (2021).

2. Study

Focusing on the research on the effects of podcast use on vocabulary acquisition, the findings of numerous research papers show a positive impact of this technology on vocabulary acquisition. Namely, Putman and Kingsley (2009), Borgia (2010), Kargozari and Zarinkamar (2014), Lowman (2014), Marefat and Hassanzadeh (2016), Elekaei et. al (2020), Saeedakhtar et. al (2021) drew conclusions that learners' vocabulary increased when they received podcast instruction. The research conducted by Lowman (2014) for example revealed that students who were supposed to complete 3 podcasts/vodcasts (3 to 6 minutes' long) learned more words at both the receptive and productive level. Some research delving into the matter of vocabulary acquisition via podcasting technology also considered learners' attitude towards podcasts in vocabulary learning. Farshi and Mohammadi (2013) point out students' highly positive attitude and motivation to continue using this technology in language learning. Kargozari and Zarinkamar's (2014) study participants "felt no limitations for time and place of learning" (2014, p.842) and were eager to use podcasts to develop other language skills. According to abovementioned facts, the main aim of the study was to determine the effects of podcasts on improving the English language vocabulary knowledge of higher education students. The secondary aim was to determine their attitudes towards the use of podcasts for vocabulary instruction.

2.1. Participants

The participants of this study were sixty (N=60) first-year students of Department Higher Business School of Professional Studies in Leskovac (part of the Academy of Professional Studies South Serbia). The students attended the English for Tourism and Hospitality language course during the winter semester of 2021/2022 academic year. At the very start of the abovementioned course all students were asked to take Oxford Placement Test 1 (Dave Allen, 2004) consisting of Grammar part and Listening part. Out of 98 students that took the placement test, we selected 60 intermediate level students (excluding basic users and proficient users). Using the simple random selection, the students were then divided into two groups: control group and experimental group (each consisting of thirty participants). Most of the participants had been learning English as a foreign language for approximately 12 years. The entire study was conducted in a 7-week period during the first semester of 2021/2022. In the first week of the study, all students were asked to attend three (3) face-to-face classes in order to receive instruction on how to access and use the Moodle platform. Namely, due to the COVID-19 pandemic and according to recommendations provided by the Ministry of Education, Science and Technological Development, Department Higher Business School of Professional Studies in Leskovac switched to online instruction conducted via LMS Moodle (the primary tool of instruction), Google Classroom and Zoom. Furthermore, the members of the experimental group were asked to attend two additional face-to-face

classes in order to receive instructions on how to access, play and save podcasts on their phones or computers. The teacher created two separate mailing lists (for each group) used to distribute materials (links to the pre-test and post-test, links to podcasts for the experimental group and links to the “end-of-research” survey).

2.2. Procedure and materials

Prior to conducting the study, the researchers applied KR-20 (Kuder-Richardson Formula 20) to test the measure of internal consistency of the teacher-made vocabulary test. The test was administered to a number of 25, 1st year non-sample students. The result obtained using the KR-20 reliability test was 0.72. Thus, it can be said that the teacher-made test has high reliability. To measure students' attitudes towards and motivation for using podcasts for vocabulary learning, the researchers used a questionnaire adapted from the research conducted by Qasim & Fadda (2013). The original questionnaire (comprised of 30 questions) was found to be highly reliable with Cronbach Alpha of 0.902. In this study, the number of questions was reduced to 21 (20 questions were from the original research, while the last question, related to students' attitude towards the future use of podcasts, was the researchers' addition). Each item was measured on a 5-point Likert scale (1-strongly disagree to 5-strongly agree). The reliability test for this instrument produced Cronbach Alpha of 0.729, which is considered good and acceptable.

In the second week of the study, both the participants of the control group and experimental group were asked to attend a pre-test, held at the Department Higher Business School of Professional Studies in Leskovac.

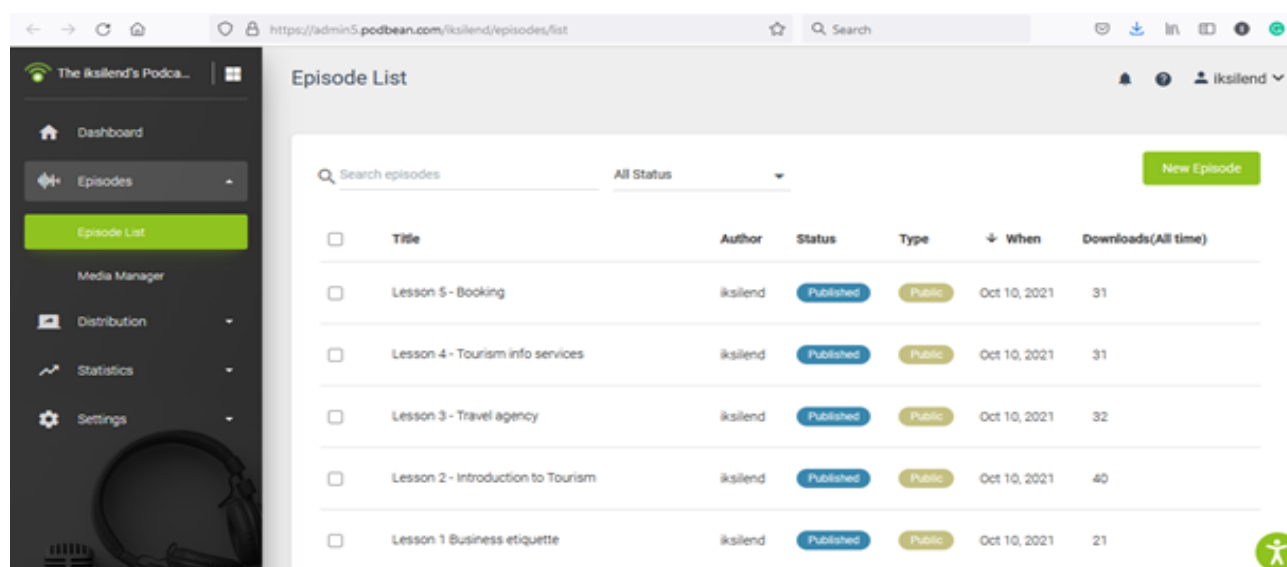
At this time, all students were asked to attend the scheduled live Zoom classes and participate in all Moodle class activities, which included reading, writing, listening

and speaking activities (presentations, video materials, tests, online fill-in and matching activities, Quizlet vocabulary activities, preparation of role play activities which were performed and recorded by the students and sent to the teacher). Also, the students were asked to report any problems that they might face with either Moodle or podcasts via message service on Moodle, e-mail, Zoom or in person.

The actual instruction period lasted 5 weeks. Students from both groups were given the same vocabulary (the topics covered include Greetings and goodbyes, Introduction to tourism (occupations, adjectives for describing people), Travel agency, Tourist Information Services and Booking a room). Students were exposed to a total of 100 words (approximately 20 words per unit). The members of the experimental group were asked to listen to five podcasts prepared by the teacher. The students were asked to download the podcasts and listen to each podcast at least twice.

Five podcasts were produced through Podbean – a free podcast hosting and monetizing platform. With its user-friendly interface, Podbean enables its users to quickly create, publish, manage and promote podcasts. The recording part can also be performed from the Podbean app and the user does not need any expensive equipment or any knowledge of audio/video editing tools. After creating an account, users can choose a free or premium account (which provides enhanced statistics data and unlimited storage space). The teacher created a free account, which came with a customizable podcast site, a feed for iTunes, Google Play and other sites. All five podcasts were published (made public) at the start of October 2021 and they ranged in length from 3 to 8 minutes. Li (2010) recommends the length of podcasts to be integrated in EFL learning to be 3-5 minutes and no longer than 10 minutes.

Figure 1. Number of downloads for each episode on *iksilend* podcast



Source: Teacher created podcast on Podbean platform

Some of the students reported connectivity (bad Internet connection) and other technical issues in the first week of the instruction period and asked the teacher to provide audio files via e-mail.

2.3. Results and discussion

In the pre-test, both groups performed similarly. Using T test for independent samples, we showed that the mean scores of both control group and experimental group were not statistically different ($p > 0.05$) (Table 1). The p value of 0.676 points to the groups' similarity at the start of the study.

Table 1. Paired sample t-test and independent samples t-test

		N	Mean	SD	Std. Error Mean	Paired sample t-test			Independent Samples t-test (Post test results)	
						Sig.	Sig. (2-tailed)	T value	Sig. (2-tailed)	T value
E	Pre-test	30	18.7333	2.71564	.49581	.000	.000	5.822	.008	2.858
	Post-test	30	21.0000	1.85695	.33903					
C	Pre-test	30	18.1000	3.19860	.58398	.000	.003	3.250		
	Post-test	30	19.0000	3.16228	.57735					

Source: Authors' calculation based on SPSS 25.0

The table above indicates that the members of the experimental group showed better performance in the post-test ($M=18.7$ for the pre-test and $M=21.0$ for the post-test). The vocabulary knowledge of experimental group was significantly enhanced due to "traditional" (Moodle-mediated) instruction and podcast vocabulary instruction. Besides the mean scores of the post-test in favor of the experimental group ($M=21.0 > M=19.0$), t-test results for the pre-test and post-test of the experimental group show a statistically significant difference at the $p < .05$ value ($T=5.82$, $p=0.001$).

Similar results were found for the control group, which performed better in the post test ($M=18.1$ for the first test and $M=19.0$ for the second (post) test. We also found a statistically significant difference between the pre-test and the post-test results of the control group at the $p < .05$ value ($T=3.25$, $p=0.001$).

In order to determine the differences between the groups we conducted an independent samples test using the post-test results of both groups (control and experimental). As already stated, pre-test scores of the two groups showed no statistically significant differences between the groups.

Table 2. Independent Samples t-test for post-tests of both groups

	II TEST	I TEST
Mean	19	18.1
Variance	10	10.23103
Observations	30	30
Pearson Correlation	0.886371	
Hypothesized Mean Difference	0	
df	29	
t Stat	3.250418	
P(T<=t) one-tail	0.001458	
t Critical one-tail	1.699127	
P(T<=t) two-tail	0.002916	
t Critical two-tail	2.04523	

Source: Authors' calculation based on SPSS 25.0

Table 2 shows that the participants of the experimental group outperformed the participants of the control group in terms of the level of vocabulary knowledge. The mean

score of the post-test of the experimental group was higher than the one of the control groups. The independent samples t-test shows that podcasts were an effective vocabulary teaching tool i.e. the participants of the experimental group enhanced their vocabulary knowledge significantly more than participants of the control group ($T=2.86$, $p=0.008$) (see table 1).

This research was also interested in exploring higher education students' attitudes towards the use of podcasts for vocabulary instruction. The students answer 21 questions measuring the educational value of the podcasts, affect, expectancy and attitudes. The analysis of gathered data (descriptive statistics) is provided in Table 3.

Table 3. Students' attitude towards use of podcasts in teaching vocabulary

	Motivation	
	Mean	Std. Dev.
Educational value of the podcasts		
I find listening to podcasts educational.	4.53	0.63
I would recommend that other students undertake this subject.	4.33	0.99
I find the topics presented are not appropriate to my needs.	1.67	0.99
Podcasting is not appropriate for teaching this subject.	1.37	0.62
Expectancy		
The topics selected are appropriate and useful.	4.47	0.89
I find it easy to access the podcast audio files.	4.77	0.50
I find it easy to play the podcast audio files.	4.60	0.73
I find that listening to the podcasts is not a productive use of my time.	1.83	1.31
Affect		
Listening to podcasts is trendy and socially acceptable.	4.07	0.91
I find podcasts to be entertaining.	4.27	0.94
I enjoy the style and format of podcasts.	4.43	0.81
Listening to podcasts makes me feel less anxious about the subject.	4.03	1.09

Source: Authors' calculation based on SPSS 25.0

Table 3. Continued

Motivation	Mean	Std. Dev.
Attitudes		
I find the listening exercises to be useful.	4.66	0.60
I find the length of the podcast episodes to be appropriate.	4.30	0.79
I find the overall technical quality to be good.	4.33	0.80
I find the vocabulary information to be useful.	4.03	0.85
Face-to-face lectures are sufficient for my learning.	2.93	1.72
I would like to use podcasts in other EFL classes.	4.47	0.89
Podcasts are easy to download.	4.70	0.65
I listened to podcasts immediately after I have downloaded them.	3.67	1.15
Total	3.87	0.89

Source: Authors' calculation based on SPSS 25.0

The questionnaire results show an overall positive attitude towards podcast-mediated learning as the total questionnaire score is 3.87. The highest mean score was calculated for the statement to the related podcast accessibility; moreover, statements "Podcasts are easy to download" and "I find it easy to play the podcasted audio files" also received significantly high scores of 4.70 and 4.60 respectively, which stand to show that although students might not have had any previous "podcast experience," they had no problems either accessing, downloading or playing these audio files. Even though current generations of students might be called *digital generations*, the researchers' previous experience (in this particular context) had led to the belief that students might experience some difficulty in using this particular technology. These positive mean scores might also be the result of the "podcast instruction" that the members of the experimental group received prior to the exposure. The students recognized the educational value of podcasts (mean score 4.53) and found this type of listening exercises to be useful (mean score 4.66). While podcasts might still not be extremely popular in the Serbian context, this study reports a positive youth stand towards this particular technology as they found them "trendy and socially acceptable" (mean score 4.07). The students disagreed with statements that suggest the inappropriateness of topics covered in the podcasts, inappropriateness of technology choice for EFL teaching and unproductiveness of the experience (mean scores range from 1.37 to 1.83). Although some students did not take immediate action (i.e. did not listen to podcasts immediately after they downloaded them) (mean score 3.87), the fact that the majority of the members of the experimental group expressed interest in using podcasts in other EFL classes (mean score 4.47) combined with the fact that they would recommend the subject to other students (mean score 4.33) can lead to a conclusion that the students who used podcasts in their language learning experience are now much more enthusiastic (and less iffy) about the use of technology in everyday language learning situations. This conclusion is further corroborated with the

students' stand on face-to-face lectures; in the study, students claimed that face-to-face (traditional forms of teaching) lectures are not sufficient for their learning. The students were thus expressing a need for additional language learning tools (inside and outside classroom) that would make this process more enjoyable, fun and productive.

2.3.1. Discussion

This study was aimed at investigating the effectiveness of podcasts on improving the English language vocabulary knowledge of higher education students and at evaluating the students' attitudes towards the use of this technology for vocabulary learning. Previously conducted studies (Syahabuddin et al, 2021, Kargozari and Zarinkamar, 2014, Rezapour et al, 2012, etc.) prove podcasts as effective language teaching and learning tools and recommend their use.

The results show that listening to podcasts improved the students' vocabulary scores in the experimental group. Although the post-test results of the control group were higher in value than the pre-test results, the mean score for the post-test of the experimental group indicates a positive and significant difference to vocabulary knowledge for EFL students. The participants showed a highly positive attitude towards the use of podcasts in the process of English language learning. Students seem to enjoy and accept language learning via podcasts and understand their educational value. They find them easy to download and use which comes as no surprise due to the rise of popularity and availability of mobile technology nowadays (especially with younger generations). What is most encouraging is that students feel motivated and interested in further engaging with this technology and do not shy away from technology-mediated language courses.

In terms of its limitations, this study was conducted, as previously mentioned, during the COVID-19 pandemic. While we were able to organize the placement test, several "live" instructional sessions and the pre-test on school premises, and while the students seemed to have grasped both LMS and podcast technology, there are doubts related to how the students did their post-tests. Namely, these were distributed via the Internet and although the students had limited time to complete the test, they were under no obligation to record themselves while performing it i.e. the teacher had no insight into how students completed the test (alone or with the help of another person, using the Internet to look up terms, etc.). This research included only students with an intermediate level of the English language. Future studies could include students at other proficiency levels. Future studies could also consider variables such as gender, age or students' learning styles. Finally, future studies could be performed with a larger sample and could take longer time.

3. Conclusion

Numerous papers have pointed out the direct link between the level of foreign language proficiency of tourism and

hospitality staff and the level of comfort and satisfaction that the tourists experience. Moreover, professionals in this field must come equipped with skills that enable them to effectively communicate in a foreign language if they wish to increase their employability in the modern labor market. With the outbreak of the COVID-19 pandemic and the enforcement of strict measures that were aimed at reducing the spread of the virus, language professionals were compelled to turn to tools for synchronous and asynchronous online teaching. This however complies with the recommendations related to the language instruction and learning manner that best fits the needs of people working in the tourism and hospitality field. While the study participants were not professionals from this field but their future colleagues, this study stands to show that podcasting technology is not only extremely useful in delivering course lectures and instruction but it can be used to enhance tourism and hospitality students' language competence and develop any (or all) language skills. This way, future tourism and hospitality professionals will have improved their language competence to a level that will position them favorably on the labor market.

This study shows that students exposed to podcasts outperformed those receiving instruction in the "traditional" way. However, it must be stressed that the COVID-19 pandemic changed the meaning of the phrase the traditional method of teaching, as it now involves the use of any of dozens of available LMSs (learning management systems) and other online learning tools (communication tools, blended learning platforms, etc.). This was also the case with this particular research as students received instruction via the Moodle LMS, Zoom and e-mail.

While with its limitations, this study is valuable as it casts some light on the effectiveness of podcasts as tools for teaching vocabulary and developing vocabulary knowledge with tourism and hospitality students especially in the Serbian context, where the number of studies dealing with this particular technology is still limited. Although English language teachers in Serbia claim to include podcasts in their teaching, they still shy away from the full-scale implementation of this technology, opting to use it occasionally and for out-of-classroom learning activities. This research hopes to inform and thus motivate English language teachers to better explore the benefits of using podcasts as teaching tools, which will ultimately lead to new research contributing to Serbian academia.

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