




The Effect of Podcast Websites on Digital Metacognitive Competence of Language for Specific Purposes in Hospitality Operations

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Abstract

Objectives: This paper assesses the impact of podcasting language for specific purposes in hospitality, demonstrates how digital metacognitive competence accounts for more innovative methodologies, and searches for any perceived lifelong knowledge benefits.

Methods: Beneath observable laboratory conditions, mixed methods were used. The quantitative data were gathered from participants' performance, while the qualitative methods examined the impact of podcast websites in the light of the revised Bloom's taxonomy models. A summative assessment was administered for the selected participants during the experimental set phase, and given a fifteen-week treatment, a further formative assessment was employed.

Results: Findings suggest that podcast websites are significant tools for the digital metacognitive competence of language for specific purposes in hospitality operations. Moreover, an institution's self-directed learning, professional goals, and training policies determine the degree to which podcasts are effective quality methods. Indeed, a relationship is observed between using podcast websites of language for specific purposes and the digital metacognitive competence that works for lifelong knowledge benefits.

Conclusions: Industry trainers should adapt their materials to include podcasting websites through URLs of professional languages. Innovative specific measures should pursue a greater understanding of trainees' self-directed learning preferences.

Keywords: Language for specific purposes, digital metacognitive competence, self-directed learning, self-regulated learning, podcast website, hospitality operations.

تأثير مواقع البودكاست الرقمية على الكفاءة ما وراء المعرفة للغة المتخصصة لأغراض محددة في عمليات الضيافة

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ملخص

الأهداف: تقوم هذه الدراسة بقياس أثر استخدام تقنية البودكاست لاكتساب لغة متخصصة لأغراض محددة في مجال الضيافة، وإظهار كيف تمثل الكفاءة ما وراء المعرفة الرقمية منهجيات أكثر ابتكاراً، وتبحث عن الفوائد الملموسة للمعرفة مدى الحياة.

المنهجية: خضعت الدراسة لظروف مختبرية من خلال الملاحظة، فتم استخدام طرق نوعية وكمية. فقد تم جمع البيانات الكمية من أداء عينة الدراسة، في حين اختبرت الأساليب النوعية تأثير مواقع البودكاست الإلكترونية في ضوء نماذج تصنيف بلوم المعدلة. تم إجراء تقييم ختامي للمشاركين المختارين خلال مرحلة المجموعة التجريبية، ونظراً لأن مدة التجربة استمرت خمسة عشر أسبوعاً، تم استخدام تقييم تكويني إضافي.

النتائج: تشير النتائج إلى أن مواقع البودكاست الإلكترونية هي تقنية مهمة في الكفاءة المعرفية الرقمية للغة المتخصصة في عمليات الضيافة. علاوة على ذلك، فإن التعلم الموجه ذاتياً، والأهداف المهنية، والسياسات التدريبية في المؤسسة تحدد مدى فعالية البودكاست في أساليب الجودة. في الواقع، لوحظ وجود علاقة بين استخدام مواقع البودكاست الخاصة باللغة لأغراض محددة والكفاءة المعرفية الرقمية التي تعمل على تحقيق فوائد معرفية مدى الحياة.

الخلاصة: يجب على المختصين بالتدريب في صناعة الضيافة تكييف مواردهم التدريبية لتشمل مواقع البودكاست من خلال تزويد عناوين URL لاكتساب اللغة المتخصصة لبيئة العمل. وينبغي أن تسعى التدابير المتخصصة المبتكرة إلى تحقيق فهم أكبر لتفضيلات التعلم الموجه ذاتياً للمتعلمين.

الكلمات الدالة: اللغة المتخصصة لأغراض محددة، الكفاءة ما وراء المعرفة الرقمية، التعلم الذاتي، التنظيم الذاتي للتعلم، مواقع البودكاست، عمليات الضيافة.

1. Introduction

Language for specific purposes (LSP), is a topic of great interest at a global scale (Moore, 2022), that enables employees to improve their career prospects (Ruggiero, 2022). In an earlier stage, scholars find a myriad of digital sources available for the acquisition of functional terminologies and expressions (Al-Jarf, 2022), and distinctively contribute to fostering individuals' creativity as a key power for lifelong learning (Bereczki, & Kárpáti, 2021). In higher vocational hospitality education, lifelong learning serves the noble learning outcome (de la Peña & Cassany, 2024). Likewise, measuring the attainment of lifelong learning outcomes continues to be a challenge. In the twenty-first century, improving scholars' minds to become autonomous learners requires metacognitive skills, and further advancement in their digital competence (Ghosh, 2024). A key competency of metacognition skills is functioning through self-regulated learning (Ssantini et al., 2021). Meanwhile, from an instructor's perspective investigation, the reflective practices of LSP pragmatics continue to stimulate researchers to measure lifelong learning skills (e.g., Ketonen & Nieminen, 2023; Cummings, 2022). With the learning policies for post-pandemic, blending digital learning has received a firm interaction related to podcasts. However, the results are still analysed by psychometric methods based on the subjective attitude of the experimental learners. Almost consistently, traditional education practices account for the illustrated advantages based on the "dual coding theory" proposed by Paivio (Boers et al, 2017). The theory signifies the visual and verbal forms that enhance memorising new terminologies in the bilingual memory concept (Luo, 2022).

However, there is a lack of wide perspectives and empirical research that considers digitalising LSP within the context of the hospitality and general tourism education literature. Recent relevant literature supports replacing traditional lectures with podcasting applications, while digital competencies are uncertain. The uncertainty of the potential causal nexus relationships of the conversion to a digital mindset is a research problem of scientific interest (Al-Edenat, 2023). While pedagogical institutions worldwide have declared the transition to blended learning a priority and anchored the transition to technology in their incorporate strategies (Turnbull et al., 2021), the question is how to employ the digital competence of youth with smart digital devices to achieve lifelong learning, to remain an open research gap. Firstly, literature refers to digital competencies as confidence and critical convention of digital technologies for data, communication and straightforward problem-solving in all facets of life (Awdziej et al, 2023). No comprehensive review of this specific area was found regarding LSP in hospitality education or in-service training. A systematic scoping research of teaching French to particular purposes was; therefore, appropriate to identify a guide applicable in such an environment. Hence, relying on the Revised Bloom's Taxonomy theory by Anderson and Krathwohl in 2001 (Krathwohl, 2002). the article intends to fill the gap by reporting the benefits of podcast websites as one of the several possible methods to mastering LSP, either in teaching hospitality terminology as front desk communication skills and table setting training in a foreign language, within the limits of the curriculum or as digital LSP competence. As a main concern, the paper tries to explore whether podcasting applications pro facilitates the digital metacognitive competence of LSP for lifelong acquisition.

The current study sets two-semester phases to compare students' learning outcomes through podcast websites beneath laboratory conditions. A systematic scoping research of teaching French as a partial of the curriculum was, therefore, appropriate to identify a guide applicable aims to examine the following key questions:

- Do Podcasting applications affect the self-directed learning (SDL) of LSP, in the hospitality lexical domain?
- Do podcasting applications impact the self-regulated learning (SRL) of LSP?
- How will Podcasting applications influence the reflective practices in traditional hospitality learning or similar educational environments?

2. Literature review

2.1 The podcast and LSP

LSP refers to acquiring a second or third foreign language where the objective is oriented toward occupational purposes. A significant feature of LSP courses, then, emphasises the lexical skills and varieties proper to the specific driven activities that adult learners need to carry out in a particular language. Those group learners are likewise often homogeneous regarding education goals, even though they are not always in terms of linguistic proficiency (Nistor & comanetchi, 2020). A key

issue in the LSP is how the learner has been learnt successfully, and, if not, what we do to facilitate hold root resources delivery. Accordingly, Podcasting is a beneficial digital resource to facilitate content delivery in hospitality education (Huang et al., 2022). Podcast websites are recordings that can provide greater understanding, and clarity to comprehend the content of data in a digital visualised format rather than texts (Stoss, 2020). These practices require mapping digital competencies, the concept that allows individuals to face worldwide challenges and any potential crises. Meanwhile, emerging digital sources reveal key questions about learners' digital competence, regarding learners' perceptions and the elements influencing this competence (Bărbuț & Roth, 2024).

LSP through the Podcasting approach is a further step to the RSS feeds. This technology has witnessed noteworthy expansion in education and the tertiary level (Eringfeld, 2021; de la Peña & Cassany, 2024), and across wide groups of learners of second language acquisition (SLA) (Kolesnichenko, 2022). While podcast websites have their credits in LSP, previous literature has linked the technology to either learners' behaviour and attitudes or their performance. Several previous studies have suggested focusing on podcast materials to improve LSP. Luttenberger et al. (2018) suggest providing diverse representations of content to match students' preferences and abilities. In addition to this, some researchers go on to study podcast frequency use over time and improve overall SLA skills (Pitura, 2022). Accordingly, Hassell et al. (2018) shared data from two international campuses of Nottingham University comparing podcasts against traditional lecture settings. It was found, that although the academic performance of the learners for the module components; coursework, and exams; however, the podcast lectures approach had unenthusiastic students' attendance on campus. In a similar context, Rahimi and Allahyari (2019) reviewed the effects of using multimedia over lexical learning to examine learners' memory and cognitive strategies. The results reflected positive language skills and proficiency through the experimental group, without developing significant metacognitive strategies.

2.2 Digital metacognitive strategies

Digital metacognitive competence is an essential step that aims to develop and train scholars on how to learn. Padmanabha (2022) pointed out that *"metacognition refers usually to going ahead from the rote memorisation of facts to skills such as analysing, synthesising, and transferring knowledge to other applications"*. In this respect, Padmanabha demonstrates that the drive of training to be a metacognitive learner is to develop self-determinations of a summative nature across various situations and plan for future learning. Furthermore, among the various teaching methods, Ruggiero (2022) stated metacognitive and reflective activities, besides formative assessment. Jaiswal et al., (2021) suggested repeated activities to encourage learners to engage in active reflection behaviours.

Literature indicated the power of podcasting methods on the positive learners' performance besides the acquisition of new words and phrases, learners' oral communication (Pitura, 2022), lexical learning memory and metacognitive strategies (Rahimi & Allahyari 2019, Ononiwu, 2021), self-directed and lifelong learning (Czerkawski, & Berti, 2020, p.12), metacognitive learning, resource control, and motivation (Anthonysamy et al., 2020). SLA and non-linguistic skills, such as interpersonal ability and autonomy (Amorati et al., 2022). According to Piñeiro-Otero and Pedrero-Esteban (2022), the podcasting revolution has integrated numerous creative practices in wide areas. Additionally, it promises extra gaining to practice learning in computing social semantic technologies to support learners in becoming active users, and co-producers of learning resources to meet more personal needs and engage in social and participatory approaches. In addition to promoting self-directed learning, further control gained over the learning process as an adult lifelong learner, to pursue personal life goals and fulfill needs as learning shifts to the outside traditional formal situations, thereby effective learning (Czerkawski, & Berti, 2020, p.12; Anthonysamy et al., 2020).

The foreign language podcast websites provide diverse courses to study: start from the beginner with repeating basic phrases and vocabulary in specific themes, to the intermediate and advanced surfer with advanced listening, repeating, and memorizing verbs and familiar expressions in educational materials. Listening to selected conversations and dialogues fits situations proposed for everyday workplace communication (Chapelle, 2016). Animate learners' memory practices regarding phonetics or pronunciation in identification to exercise level and activity objective. Each passage is read at one normal speed and one slow speed. The grammar lessons and exercises print short and more complicated activities; so, the

learner can take down dictation and handwrite it like in class. Audio-visual scripts of different types of stories in places and categories as varied dialogues in train stations, or identified streets (Hegelheimer & O'Bryan, 2009), nurture students' self-regulated abilities and even support teachers in developing metacognitive teaching (Shi, 2024). Each has its respective level which allows students to become self-directed learners and make accessible resources for their future informal, lifelong required language learning (Carraro & Trinder, 2021). Furthermore, the language learning podcast contains a range of episodes and educational materials to practice the language on the go (Motamedynia & Shahri, 2022). Based on the fundamental literature, the succeeding main hypotheses are settled:

H1: Podcasting applications pro facilitate digital metacognitive competence of LSP. Accordingly, the subsequent hypotheses are framed:

H1a: Podcasting applications have a positive impact on the self-directed learning of LSP, in the hospitality domain.

H1b: Podcasting applications have a positive impact on the self-regulated learning of LSP, in the hospitality lexical domain.

2.3 Metacognitive LSP assessment

Formative and summative approaches are central terms relating to LSP assessment, yet the greater assessment we have about learners, the clearer the picture we have about advancement or where some gaps may suggest themselves (Ismail et al., 2022). Ketonen and Nieminen (2023) indicated that both methods are complementary and have different emphases on the improvement of teaching for all the involved people, instructors, and students. Likewise, Lau (2016) re-connects both assessment tools, challenging the dichotomy in educational literature, and calls for pedagogies to consider the harmony between formative and summative assessment. In particular, when reflective practices are adopted which may include self-assessment, class observations, and consideration of learner evaluation. This component assessment identifies areas for progress and addresses data-informed considerations accordingly. These data include curriculum integrations, resource allocation, proficient platforms for collaborating with digital technology specialists and industry partnerships (Gulzoda, 2024).

As formative assessment context discusses the diverse events of a class, and the interpreted evidence of current learning (Yan et al., 2022), assessment in non-traditional environments such as online and blended learning requires going beyond certain basic concerns including teaching methods, cogency of learning efficacy, as well as reliability of assessment. Similarly, Topping et al. (2022) indicated that the students benefited through motivation to learn, interactive formative feedback, and improved student success. Similarly, Fidalgo-Blanco et al. (2015) demonstrated a direct relationship between these interactions and final grading. Simply, it takes place to figure out enduring feedback to improve the student's overall learning experience in hospitality (Bury & Hair, 2022). It is crucial to provide feedback in meaningful words rather than a grade which allows both instructor and student to respond to the academic needs of the student's level (Andrade & Brookhart, 2020). Thus, with formative assessment, the achievement can be repeated rapidly several times in varied little volume evaluation packages.

Unlike formative assessments, summative assessments proceed only for a limited time over the semester. Since the scope of summative assessments is broader and appraise learning during a longer time phase, they are susceptible to having higher stakes. Whilst formative assessment can be held on a wide assortment of formats summative assessment is inclined to feature a narrower series of question styles, for instance, multiple-choice tests, short answers, and essay records, or summarizing observations or some combination of these (Dolin et al., 2018). There are almost as many bulks of formative information used to assess student development as there are summative evaluations; among the most common are student ratings of instructions, and student evaluations of teaching goals within interactive smart learning (Alemdag & Yildirim, 2022). Each item of this evaluation has considerably poled apart connotations, emphasizing instructions, content, and how the instrument was used.

Overall, these two categories' assessments have significant differences; however, there are some correspondences between them. Both assessments entail careful considerations and setting up about what knowledge or skills are being deliberated, learners' motivation and reflective practices. A strong assessment syllabus, whether it's classroom-based, workplace, or wide placement test, will comprise both types (Mahshanian et al, 2019).

Participant observations provide exceptional laboratory evidence for self-regulated and lifelong learning, its effectiveness concerning students' progress as metacognitive learners, and most importantly, for the instructor because classrooms are administered by him (Dignath & Veenman, 2021). These approaches of self-assessment, self-reflection, self-regulated learning, and Self-directed feedback expand an understanding of perceived participants' experience to support academic achievement (Yan, 2020), and self-learning in post-semester time.

Previous literature adopted various assessment methods to measure metacognitive aspects. While observing student behaviour and attitudes such as class activities, group work, study sessions, self-evaluations, Students' portfolios, the progress of students' learning, as well as students' goal setting, perceptions, and transfer experience to other subjects, repeat faults, and whether they recommend further use of podcasting at university, self-reflection, how students use the podcasts as resource management, and overall academic success (Jurayevna, 2024; Anthonysamy et al, 2020). approaches that can give students repeated practice and encourage them to engage in active reflection behaviours. One way to measure the reflective practices is by asking participants about planning, monitoring, and evaluating their performance throughout the learning experience (Jaiswal et al., 2021). Lorin Anderson (1991), a former student of Bloom's, updated the familiar Bloom's model to build students' learning on remembering, then understanding, applying, analyzing, evaluating, and creating (Wilson, 2016). Therefore, the succeeding hypothesis was framed:

H1c: Podcasting applications positively influence reflective practices in traditional hospitality learning or similar educational environments.

3 Methods

3.1 Context of the study

All the experimental groups passed one French language course prerequisite. Two courses in the French language are compulsory requirements (18 Credit Hours) in the curriculum that the student must pass successfully, in partial completion of the Bachelor's Degree in Hotel Management award consists of (132) credit hours distributed. These students should gain proficiency levels during the years of study dealing with the many situations in which hotel employees meet guests, including reception, restaurant, and bar work, answering a ringing phone, dealing with guests' complaints, and much more, adapted from textbooks in the prerequisite course. Now the French class has changed to adapting the 'français facile' podcast. Digital French podcast websites have been praised as facilitating autonomous learning tools in and outside the foreign language classroom (Guikema, 2009). Vocabulary and expressions learning is one of the crucial points that should be taught during the university years of study. It is also notable that the language proficiency level of these students was a novice in French but homogeneous.

3.2 Participants

The current study was performed at a non-profit, public university in the city of Aqaba (south Jordan) with undergraduates of hotel and tourism education. The participants were 42 students, and all of them were divided into two groups that lasted fifteen weeks through two semesters. They are studying hotel and tourism sciences at the BA level. Their age group is between 20 and 21 years old and the level of their study was the third year. It is interesting to note that the content exams were similar to the material class given during the semester. The instructor was the same for both courses and knew the scholars well.

3.3 Research design

At the experiment beginning, lecture materials for the French language in hotels and tourism education were uploaded to the e-learning management system, early in the semester with a podcast website (Podcast Français Facile). Specific hyperlinked podcast Français facile under lessons titles were provided, while the instructor steered this experimental group to use accurately the podcast. In contrast, the students received teaching topics in hospitality covered from French book texts for the first French prerequisite courses. In the next semester, total podcast links were uploaded to the system in free, open-source software. The lecture's contents discussed the same uploaded key concepts in an introductory way to address the students' understanding of the theme matter. In each lecture, topics posted on the e-learning system were reviewed and practised in class. During these fifteen weeks, more than 132 new words and expressions were taught to the students.

In this study, mixed methods were used to gather observable qualitative and quantitative data from students' performance, including their responses during lectures. The objective is to scrutinise the effectiveness of teaching LSP techniques, i.e., podcast websites, on the level of lexical and expression learning. Early in the experiment, all participating students were informed about the aims of the study as part of this trial and complied with Ethics Committee guidelines. During the semester, the students had to use the uploaded materials through hyperlinks in the e-learning system before coming to the classroom, and they had to answer the exercises and simple tasks through the podcast website. Listening to phonetics was included for them via the website for well pronouncing the newly learned vocabulary and expressions. At the outset, they had to identify the new words in the job profile with the correct spelling, in addition, to managing learning resources.

4. Analysis and results

4.1 Data collection instrument

Assessment is by and large alienated into three settings: assessment for learning (Summative), assessment of learning (Formative), and assessment as learning (Formative) (Berry, 2008, P.14.). The scope of the assessment area is vast and of varying quality. The current review attempts to synthesise and validate the determinant cues regarding the efficacy and utility of podcasting web for LSP.

The assessment of learning or the newly learned vocabularies and expressions were assessed through conducting multiple-choice tests. The frequent vocabulary and expressions in both ways were realised. To pilot the tests and to amplify the internal consistency, the tests were administered from the student's job profile. Primarily the tests were designed with 150 items, then, reduced to only 25 multiple-choice items for the experimental groups.

The assessment for learning or formative assessment is collected during the treatment using entire feedback and monitoring about tasks, in addition to a developed scale of format sheets to facilitate data collection of the qualitative observation. Direct and indirect assessment methods were used to collect data through job profile completion similar to a diary notebook to carry on records of students' progress in French. These objective methods would determine the extent to which participants demonstrate desired learning practices, and assess student learning outcomes to reflect a comprehensive student's achievement of the program. Additionally, the reason to combine students' responses to the digital syllabus with their examination results is to draw more meaningful, valid, and reliable conclusions. Initial data determine whether they complete the full task, question students' perception of what a language learning podcast is, and whether the experimental group downloads and practices the podcast's content.

Table 1. The checklist of metacognitive predictors podcasting LSP aspects in alignment with the Revised Bloom's Taxonomy Levels.

| Revised Bloom's Taxonomy | Levels | predictors LSP aspects | Observation techniques | Assessment types | Skills' perception scale |
|--------------------------|--|-------------------------|------------------------|-------------------------|--------------------------|
| Create | (L6) Propose alternative solutions. | metacognitive learning | learning stories | Assessment of Learning | Mastery perceived |
| Evaluate | (L5) Judge information, based on criteria. | self-regulated learning | anecdotal records | Attitude | Always perceived |
| Analyse | (L4) Break information into parts. | self-directed learning | anecdotal records | Assessment as Learning | Often perceived |
| Apply | (L3) Apply acquired knowledge, facts, techniques, and rules in new words | resource control | task samples | Summative | Sometimes perceived |
| Understand | (L2) organize, compare, translate, interpret, and state main ideas. | frequency use | frequency counts | Formative | Rarely perceived |
| Remember | (L1) Recall facts, terms, basic concepts, and answers. | active users | checklists | Assessment for Learning | Never Perceived |

Source: The study's data was obtained using a checklist adapted from C. P. Dwyer.

The participant observations followed constant monitoring of the learning laboratory to measure any perceived participants' attitudes toward podcast websites. In addition to source control of 'Francais facile' podcast for self-learning through class activities, self-evaluations, students' portfolios, students' perceptions, repeat faults, and finally, how students use the podcasts, and why. Then, the assessment as a learning objective or becoming a metacognitive learner is conducted, as presented in Table (1). As Observation techniques, paper-based forms were designed to fold objective observation evidence: such as checklists when recalling previous knowledge, modeling, and giving instant feedback; running records for oral performance; frequency use counts; anecdotal records; task samples; telling learning stories; and frame time to finish tasks.

4.2 Data analysis

The experiment utilised weighted scores, summative tests, mastery use, and frequency. The data on utilising the laboratory observation tools were scaled using the adjectival interpretations as mastery perceived, always perceived, often perceived, sometimes perceived, rarely perceived and never, as provided in Table (1). While, the assessment of LSP proficiency, each right response had one point, and the collection of scores was 0–100. On the other hand, the assessment of learning was used to answer quantitative research data, in addition to summative tests to describe the statistics of language combination. Afterwards, for the formative qualitative stage, participant observations are designed with students of the experimental group concerning the frequency of use of podcast websites and their mastery in learning new vocabulary and expressions. Then, the main themes realised from the observations about the use of podcast websites were discussed.

4.3 Results

4.3.1 Assessment of vocabulary and lexical learning

Student's learning was accurately reported, based on evidence obtained from a variety of final exam questions. These questions are set to specify the course's learning objectives following the Revised Bloom's Taxonomy models of learning, teaching, and assessment following table (1). To measure accurately students' ability to align to the objectives, course goals, and activities, the calculated means of students' marks, as given, in the experimental phase revealed (74.5), which is statistically higher than the mean of the textbook in the course prerequisite, which accounted for (62.0). Similar to previous studies (Huang et al., 2022; Stoss, 2020), the performance during semester tests, the assessment provides the evident difference reveals that the use of podcast websites improves the level of the learned vocabulary and expressions of the students.

4.3.2 Assessment for LSP Learning

In terms of end-of-course, the student's rating of instructions has slightly appropriated the web podcast method by 90.82%. A step to assess key elements of the self-motivated learning of the podcast website that affect LSP. This primary personnel decision was varied between students, and not based on teaching development because this most accurately reflects how the instrument is used and controls the self-learning process. For further discussion, master vocabulary learning was related to students' expectations. Throughout this treatment, students have been taught several of these vocabularies but have tried to master the web as the primary scope because this will be used most frequently later, a result consistent with previous findings (Czerkowski, & Berti, 2020, p.12; Anthonysamy et al., 2020). Indeed, students were given descriptive feedback on how to improve their tasks. Their job profile was taken as an investigable tool to detect what the students know, and what they can do, common confusions listen and note preconceptions that might have.

4.3.2 Assessment as Metacognitive LSP

To answer the main question of the current study, whether podcasting applications pro facilitate learning. This consumption to assess digital metacognitive learner skills required asking: what was the experience? Students are fully telling what they do understand or do not improve upon and why as self-assessment to learning. However, the sensitivity of students to error correction tends to be more limited to content. Further, the students did not focus much on ongoing tasks as they did manage their learning through the website. Thus, they spent more time self-monitoring their control to validate and question possible future use and to become more comfortable with any ambiguity that is predictable in learning anything new (in line with H1).

Rather than the instructor becoming a facilitator of learning he stops to still the focal point, thus the extension of student-centric teaching as self-directed learning. The essential observed behaviour was fewer questions to know what things to call, particularly, when things are related to ongoing learning words, a result in line with the studies by Anthonysamy et al., (2020) and Amorati et al., (2022). However, they tend to focus on memorizing most repeated words with their definitions in their native tongue. This led them to know how to pronounce words, but not ask about family words.

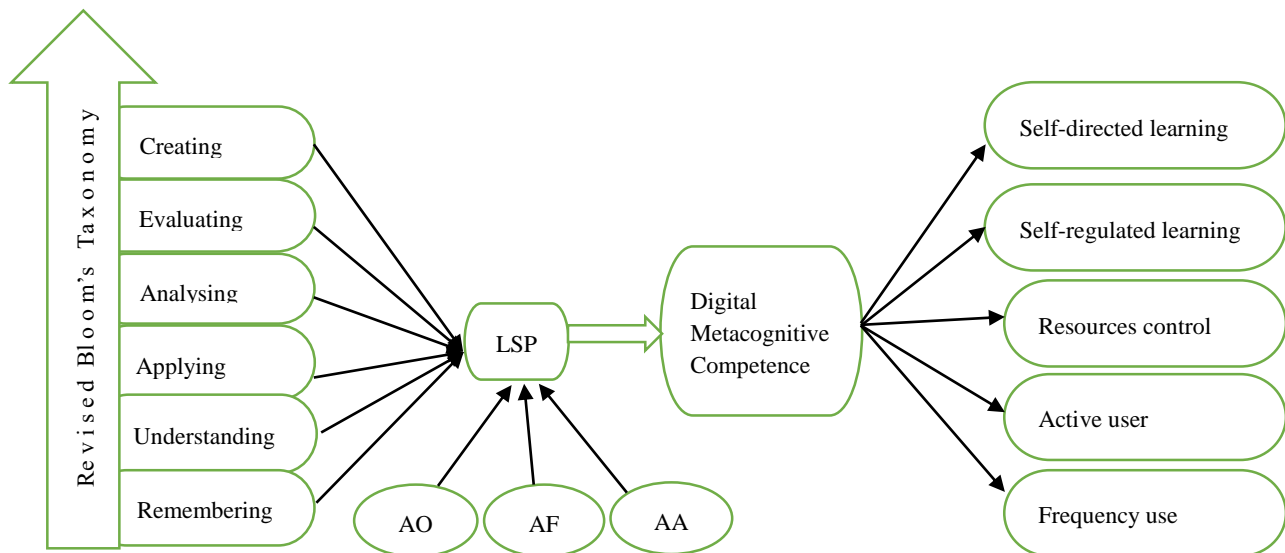


Figure 1. A conceptual framework for the multidimensional study of LSP metacognitive.

5. Discussion

During the experiment, a set of training on LSP commences from memorising terms and answering basic concepts to propose alternative solutions, in alignment with the revised Bloom's taxonomy. The improvement of their performance was addressed based on the six levels of the taxonomy and through various tasks. Pedagogically speaking, the podcasting application of 'français facile' pro facilitated LSP through the summative performance. Beyond this consumption, training on digital metacognitive skills improved the learners' experience and their digital competencies. For instance, participants are entirely telling how they understand the content or to improve upon the task with less sensitivity to error corrections, as self-assessment to learning or through formative assessments. Furthermore, the participants engaged more in managing their learning besides ongoing tasks. Based on evidence derived from assessment as learning, participants frequently use enhanced self-monitoring to control any ambiguity that is predictable in learning anything new. Thus, the results indicated that the emergence of Web podcast technology is potentially an extremely useful medium for LSP, among the experimental group. The use of these Web applications will facilitate learner-instructor collaboration, and facilitate metacognitive in LSP. The research results support the first hypothesis, and agree with previous research, (Rahimi & Allahyari 2019, Ononiwu, 2021; Huang et al., 2022; Stoss, 2020).

The verdict of this study contributes to the hospitality LSP threefold. First, the effective monitoring in the podcast class helped the learners to be extra aware of their performance and more answerable for their learning. Instant translation, the medium enabled students to check their answers by double-clicking on a word to get an instant translation (French – English). The chance to expand learning with hundreds of lessons, exercises, and spell checkers encouraged students to test their learning. Thus, the podcasting LSP strengthens self-regulated learning, in the hospitality lexical domain, in alignment with previous studies (e.g. Rahimi & Allahyari 2019; Ononiwu, 2021). Secondly, the integration of premier digital platforms enabled a level of students' metacognitive awareness, and their self-directed learning developed to become thoughtful and independent learners (Czerkawski, & Berti, 2020, p.12). Rather than self-directed learning, spelling, and pronouncing vocabulary became based on the provided audio and not writing the sound of their tongue language beside or

in the margin of their job profile. Lessen underlined words in a text nevertheless keener to correctly spell words as students become more enthusiastic to spend more time on oral activities (Pitura, 2022), celebrate progress and success of tasks, engage more in self-assessment, and voice self-regulation with less anxiety. Additionally, it demonstrates extra achievement to drill learning in computing social semantic technology for supporting active users, and frequently reuse resources to engage in social approaches. In addition further control expanded to pursue personal life goals, and fulfil needs as learning shifts to the outside traditional formal situations, thereby effective learning in agreement with Czerkawski, & Berti (2020, p.12; Anthonysamy et al., 2020).

Furthermore, the third fold was established when the learners become more motivated to discuss and give ideas to the instructor for smarter designed tests as they know the criteria, e.g., setting the requirements of any question or key answers are clear beforehand (Rahimi & Allahyari 2019; Ononiwu, 2021; Czerkawski, & Berti, 2020, p.12). Thus, learners' critical thinking caused by adopting web applications is seriously seen as supported by mastery motivation in agreement with Anthonysamy et al. (2020). Therefore, podcasting applications support the resource control and the self-motivated learning of LSP, in the hospitality lexical domain. It was also revealed that podcasting applications positively influence the reflective practices in traditional hospitality learning, or probably similar educational environments.

Formative assessment or assessment for learning means acquiring ongoing information about each student throughout a variety of regular activities, to review class learning and progress. Their learning from commentary feedback: How the students interpret and follow the instructor's written feedback in the composition lectures was a pivotal interest. These sticking comments, however, indicated the level of understanding was larger for the podcast website rather than just copied from the instructor. For instance, the conjugation of verbs in French through the podcast was improved, in addition, to a well understanding of group verbs. Instead, it was noticed that the dictation was better improved through the written feedback with podcast concerning dictation as an indicator of interpersonal ability and autonomy (Amorati et al., 2022). Henceforward, H1a, H1b, and H1c are accepted.

Overall, the experiment podcast enhanced self-directed learning and developed professional goals with higher-quality practices as effective methods of LSP. Students' behaviors and attitudes such as class activities were based on construction tasks by determining what is given and expected. They appeared to have a similar performance within group work, but higher self-evaluation levels, as well as fewer repeat faults, and were motivated to further use podcasting (Czerkawski, & Berti, 2020, p.12; Anthonysamy et al., 2020; Amorati et al., 2022).

6 Conclusions

6.1 Implications

In the digital era, fostering self-regulating and self-directed learning is more critical than ever due to the excelled in a dynamic setting, and big data saturation. Digital metacognitive competence presents a powerful approach to obtaining such skills, with empirical signals validating their consequence on LSP. Therefore, institutions should adopt these approaches in their instruction practices for lifelong learning. At the same time, digital podcast competencies motivated the participants' group to navigate critically and competently, to master LSP resources. Combining digital metacognitive competence in everyday learning is paramount to preparing self-regulated learning for such a fast-paced world, thereby training apprentices for lifelong learning.

LSP through web podcasts in hospitality education, this scrutiny provides the groundwork to integrate the best practices and educational policies for this pedagogy in the field. The investigation also can provide reference to how other hospitality researchers have used podcasting which gives further future research opportunities to rigorously explore similar online content to other courses. Thus, the adoption of podcasting webs needs to continue, particularly relating to the vocational educational context, such as hospitality institutions and during service. Given that the perspective where LSP in the medium of web podcasts takes place, influences the level of learners' autonomy in a relevant context, in addition, to investigating the way that learners manage resources and learning strategies, and how to become more motivated, integrating the web podcast in LSP is significant, as well as enrich teaching and learning experiences. Rooted in hospitality online teaching,

other aspects of online content that fit into the requirements of their job's requirements and could not be covered by any experience such as food and beverage service, housekeeping, and front desk operations.

Drawing on current findings, LSP was examined through learners' attributes and processes in the context of the Web podcast platform. Outcomes demonstrate that there are clear-cut individual attributes that could benefit from features of the latest digital web application technologies. These specific features were utilised progressively more during the teaching process and materialised to have the latent to enhance learning outcomes. Moreover, findings indicate that self-directed learning is the foremost significant outcome aspect of successful metacognitive learning, goals, and the process.

Modern hospitality programmers in higher education institutions seek to develop tourism education policies, and encourage instructors to become further systematic and sensitive observers of LSP, as it takes place every day in their lectures. Web podcasts are one of many learning pedagogies that can be adopted for online LSP. Other methodologies include interactive communities, online tutorial training, language-learning apps, software, and online classes, hospitality accounting and revenue. However, Web podcasts can be applied beyond LSP to workplace learning when informal learning is provided. To broaden the benefits, other flipped training models can be applied. One paradigm of prospect research is to investigate the impact of early class Web podcasts on self-directed learning in the workplace for later learners by exploring participants' long-life learning.

6.2 Limitations and Future Research

The current research is limited to exploring LSP during the university study, future studies may take place in the tourism industry, for any hospitality establishment staff, individuals or group. Their efforts to use any platform for the acquisition of LSP or increase their competency during their work. Moreover, future studies may include Pre and post-examination, as well as participants' opinions, their wide perceptions, and satisfaction about podcasting in varied hospitality content, rather than LSP, self-motivated learning of the podcast website that affects LSP, in the hospitality lexical domain. Furthermore, the transmission of metacognitive learning or digital competencies and activities are potential areas to examine in the light of digital Revised Bloom's Taxonomy.

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