

Challenging Social Taboos in Egypt: Investigating Egyptian Podcasts as an Alternative Medium

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Abstract

Podcasts began as an alternative medium that is used in a variety of sectors and frequently bypasses censorship restrictions. Using the Uses and Gratifications theory, this research postulates a relationship between limited censorship on podcasts and the current increase in podcast listeners as well as the idea that the more taboo topics that are covered in podcasts, the greater the demand for them. The tested theories were accurate. With the help of information acquired through three in-depth interviews and three discourse analyses of Arabic podcast episodes, nine research topics were addressed. The findings revealed the platforms, topics, and podcast categories that Egyptian youth favoured.

Keywords: Podcas • Education • Politics • Health • Entertainments • Alternative media

Introduction

Podcasts, also known as radio on-demand or a modernized version of radio, are a relatively new form of media. With the speed at which the world is moving, listening rather than reading or watching could be a very convenient way to listen to stories or information while doing other things like work, chores, studying, or hobbies. Alternative media can include a wide range of other types of content, including social media and YouTube. Television, radio, and newspapers are examples of established and dominant forms of media that are considered to be alternative media. Alternative media include YouTube, social media, and podcasts. Because it is independent, it gives people from underrepresented groups a chance to speak up. In terms of content, production, and distribution, it is different from the dominant media [1].

Description

Anyone with a voice recorder and access to the internet can make podcasts. On social or political issues, anyone could voice their opinions or thoughts. Anyone can create their own "Ted Talk" or series of "Ted Talks" with multiple episodes thanks to podcasts. Instead of delivering a monologue on a particular subject, the podcaster can invite guests and produce a podcast that is conversational. Podcasts can be used for storytelling, stand-up comedy, teaching school subjects, raising awareness about social issues, or teaching the growing generations about medical topics like gynecology, ADHD, depression, and many other mental and psychological disorders [2,3].

Up to this point, a subjects were not acknowledged in that frame of mind to normal practices, let alone in the media. Podcasts are tackling some negative behaviors that were rarely discussed in the past, which contributes to the shift from narrow-mindedness to broad-mindedness in Egyptian society. Egypt, a conservative society in a developing world, began to allow new generations to discuss topics that were previously forbidden to discuss in public. It was discovered that it was dangerous for journalists and public figures to mention

such topics without being reprimanded in traditional media. However, because many podcasters discuss topics like sex education, narrow-minded traditions and manners in dealing with others, negative behaviors in public places, cultural alienation, and class discrimination, censorship in podcasts is seen as limited. For many traditionalists, the change was shocking, but it was a relief for those who finally had a voice. Because podcasts, blogs, social media, and YouTube have made it possible for anyone to bring to light issues that were otherwise ignored in traditional media, there will no longer be a need to fight for representation in the media [5-7].

In this paper, the researchers will look at how podcasts are a new medium that defies censorship and cultural taboos in society. The content of three prominent Arabic podcasts, "Elissa The Podcast," "Kefaya Baaa," and "The Mother Being," will be analyzed through the lens of censorship and social taboos. In depth interviews will be used to examine the topics discussed, the language used in their episodes, and the impact of these podcasts on a sample of active listeners who are young Egyptians. Podcasting's flexibility and learner control are found to be the most obvious ways it can support constructive learning. A growing body of evidence suggests that teachers and students alike can benefit from experimenting with podcasting technologies and tools. Podcasting provides students and teachers with: the widening of "locations" in which learning is situated, opportunities for engagement with and collaboration around dialogue, opportunities for learners to get involved in the construction of learning for others by creating their own podcasts, flexibility and learner control, as well as opportunities for learner motivation. By recording a lecture and making it available for download, a lecturer can also give students more control. You can listen to the lecture when the student is most open to it. They can also repeat it once more if they want [8].

The creation of "new media" by students, such as podcasts, was the focus of one study, which sought to identify and develop teaching strategies and resources suitable for large science classes. New media and contemporary learner-centered pedagogical approaches, in which students learn through active engagement with content and peers, have a lot of potential to be linked. In addition, it was discovered that new media have a growing professional relevance and engage university students in real-world tasks and work-integrated learning. It was found that podcasts were utilized more frequently in education. Students, for instance, benefited from learning difficult concepts by listening to educational podcasts on YouTube or Spotify. A minor assignment at a large university required students to create a three-minute podcast on a fundamental chemistry concept. An anonymous class survey found that students viewed this assignment as a positive educational experience. Numerous educational establishments that have incorporated podcasting into their educational programs have reported extremely encouraging outcomes. This can be attributed to the numerous ways education podcasts enhance students' learning experiences as well as the ease with which podcasts can be

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Received: 01 December 2022, Manuscript No. jmcj-23-86490; **Editor assigned:** 03 December 2022, Pre QC No. P-86490; **Reviewed:** 15 December 2022, QC No. Q-86490; **Revised:** 20 December 2022, Manuscript No. R-86490; **Published:** 27 December 2022, DOI: 10.37421/2165-7912.2022.12.498

produced and consumed. Despite the fact that podcasts are typically referred to as on-demand internet radio talks, there are a number of benefits that can be gained from using them in education [9].

A listener can select the content and style of a podcast that best fits their lesson or study material. Examples include fictional stories, educational and inspirational TED talks, current events and world news, history, sports, pop culture, and entertainment, and investigative journalism. Podcasts can also provide students with exposure to a wide range of communication styles, including narration, casual dialogue, scripted dialogue, and interviews, and using a variety of styles and structures from various podcasts can assist a teacher in maintaining the freshness and interest of their teaching method in the classroom. In addition, it is possible to include a variety of topics and materials to keep a class interesting and provide students with access to a vast wealth of information. Podcasts can provide new information previously unavailable from traditional textbooks [10].

Conclusion

The potential for digital communication to enhance clinical practice is quite promising when it comes to the application of podcasts in health and well-being. Given their growing popularity and nature, podcasts will continue to play a significant role in interactions with patients, students, and peers. Podcasts are a social media phenomenon that is rapidly gaining popularity in the medical field. They started in critical care but are now increasingly appearing in other fields. The rapid rise in popularity of social media platforms and the advantages of accessibility, universality, and portability have contributed to a steady but significant increase in the use of podcasts in gynecology. The possibility of social presence, also known as online social engagements and connections with fellow students and an instructor or expert, is an intriguing aspect of constructive learning. According to the University of Southern Queensland, it can affect the quality and quantity of contact, enthusiasm, and involvement, but it was not harder to make connections online than in a classroom.

Acknowledgement

None.

Conflict of Interest

None.

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How to cite this article: Fantini, Heba. "Challenging Social Taboos in Egypt: Investigating Egyptian Podcasts as an Alternative Medium." *J Mass Communicat Journalism* 12(2022): 498.