

PROMOTING EFL LISTENING AND SPEAKING SKILLS THROUGH PODCAST: TEACHERS' BELIEFS AND PRACTICES

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Received: 2023-11-11

Accepted: 2023-12-07

Published: 2023-12-29

Abstract

The purpose of this study was to investigate a method for integrating English learners' podcasting skill development by teacher beliefs. This study employed an online form as its research design, incorporating both multiple-choice and open-ended questions. Participants involved in this study were 17 participants. The procedure used in this study was the use of forms and there was also an interview session. Data analysis which was known in this study was that 82,4% respondents were familiar with podcast media for learning English. In this research, a qualitative descriptive research method was employed, revealing the efficacy of podcasts as a valuable medium for English language learning, particularly in the domains of listening and speaking skills. Utilizing podcasts to foster English as a Foreign Language (EFL) speaking and listening proficiency emerged as an engaging and fruitful technique, demonstrating its potential as an effective tool for language enhancement. Consequently, the study advocates for the incorporation of podcasts into the EFL curriculum.

Keywords: *EFL; English; listening and speaking; podcast; podcasting; technologies*

1. Introduction

The use of technology in education does have the potential to improve teaching and learning process (Cain, 2020). Considering this potentiality, substantial study into technology and higher education are being conducted. Higher education can benefit from context-based, personal, and informal components of mobile learning, focusing on the students' experiences. Because it is easily available and free to use, podcasting has become a common technique in education (Sutton-Brady et al., 2019). Podcasting permits students and instructors to connect one another. A podcast, an iPod (Apple's mobile device), and a broadcast are all collections of multimedia files that are distributed to people via the internet. Every component of that definition is important. A podcast is a collection of episodes linked by a single syndication feed. New episodes may be automatically distributed to subscribers' computers, eliminating the need for users to check for and manually download newly accessible content. Podcast episodes are downloaded (rather than streamed) to users' PCs and can be transferred to digital audio players, enabling mobile learning (Sutton-Brady et al., 2019).

This study has two objectives. Even though the fact that there is a vast amount of literature supporting the use of podcasting, there is few researches on the use and potential utility of podcasting (Cain, 2020). One goal of this research is to learn more about how a school instructor could implement the technical procedure. The second aim is to discover

more about the benefits of podcasts for teaching and learning at schools. The students are given extensive training in order to produce complicated and nuanced evaluations for a general audience (Davoudi & Rezaei, 2016). The greatest of their work is made public and distributed through other podcasting platforms. The goal of this project is to add to the traditional genre of academic assessment by challenging the subjectivities that it generates. This is accomplished by altering the relationships (or entanglements) that occurs throughout the creation of students' works. Assessments often conjure up a limited set of pedagogical interactions, cantered on the teacher and student or researcher and examiner relationship. The podcast presents a unique collection of relationships (Wall, 2019).

Some institutions are using podcasts as supplementary teaching materials for school students, following the trend of using e-learning to improve students' abilities in this context. Due to the relative simplicity of making podcast content, the most prevalent application of podcasting in this context is teachers, distributing audio tapes of lectures for students to study and develop later (Copley, 2007). Even though, the pedagogical basics of examples of teaching with technology are described in literature, podcasting inside the classroom is mostly recognized in fields other than community development. The current study looks at the consequences of a class exercise in which students make podcast episodes for a particular individual audience. The researchers hypothesize that this strategy would enable students to acquire social work competencies (Hitchcock et al., 2021).

A legal podcast that we start at our institution is used as knowledge for learning. The podcast is originally created to provide a venue for conducting research conducted by the school and graduate students at school. However, after having numerous conversations with different members of the staff as well as conducting a study of the potential educational benefits, the project is revamped to incorporate a significant component driven by the students (Killean & Summerville, 2020). Students use podcasts to complement their attendance, and past study has found that podcasting does not significantly reduce attendance. While there is a growing body of work in the methodology for making educational podcasts, there is little pedagogical evidence to support the idea that podcasts are beneficial for increasing learning (Morris, 2010).

Other researchers form a team consisting of two students who are charged with running the podcast's social media sites and publishing the broadcast to help boost listenership. As the result, the goal of this journal article is to present a case that looks at how to effectively use new technologies (podcasting) in an EFL classroom and how they affect vocabulary development (Hur & Suh, 2012). The ease of use of the technology behind podcasting makes it an attractive tool for use in educational settings. The easy transmission of knowledge, the straightforward distribution method, and the growing popularity of MP3 players all contribute to an increase in the educational value of the product. The use of podcasts enhances the fundamentals of teaching and learning that are currently in place and supports emerging trends in educational delivery (Ferrer et al., 2019). We, especially working in education, are to introduce podcasting and other rich media into our classes so that students can raise their learning to a whole new level as well (Ralph & Olsen, 2007).

Some features of podcasting have been around for a while. Audio has been used in learning and teaching for decades, with some authors emphasizing the advantages of audio over text. Push technology, which allows information to be pushed to members while they are connected to the internet, has also been around for more than a decade. Podcasting is

distinct in that it incorporates several features, as described above (Carvalho et al., 2009). While podcasting has been used in large-scale school projects and by many individual teachers in all levels of education, the existing literature is somewhat restricted in its assessment of podcasting's usefulness for students' learning. Beyond recording at school, there is no discussion of how to successfully incorporate podcasting in a pedagogically sound manner, and ideas and design principles are in the early phases of development. In the other way, this is not surprisingly given that podcasting has only developed as a learning tool in the last five years and the conclusion is that there is still no strong evidence-based model to be attended to (Sharples et al., 2007). Another audio-based resource that can assist students to grasp the text and enhance their listening comprehension is the podcast. Podcasts developed by native English speakers give students multiple opportunities to listen to authentic stuff. The technology of podcasting can be considered an efficient and powerful language teaching tool that allows teachers to expand their teaching beyond the classroom and that allows learners to acquire language information at any time and any location without restriction. From the teacher's point of view, the teacher believes that the case study in this research method can develop a new teaching study for students to use podcasts in lessons. (Ifedayo et al., 2021).

2. Literature Review

2.1 Technology and English Teaching

Foreign language listening, which has been understudied in applied linguistics for some time, has recently emerged as a research topic with the incorporation of cutting-edge technology. Listening plays a more important role in language learning (Peng & Chen, 2022). When students gain this knowledge, they will begin to speak, so listening plays an important role in communication. Many tests, including entrance exams, university final exams, and others, have recently begun to include listening comprehension as a component of the test, indicating that listening and speaking ability are important aspects of language proficiency (Ramli & Kurniawan, 2018).

In the modern era, it is critical that students be taught to listen effectively and critically, in addition to speaking. Students require input as a result of listening activities in the language classroom in order to develop their speaking skills. Misunderstandings can be influenced by listening comprehension. Obviously, when students first attempt to listen to a foreign language, they frequently encounter numerous difficulties (Jie & Sunze, 2021). Repetition vocabulary, interpretation, concentration, and perfectionism are the primary causes of EFL learners. To advance their listening ability, learners now require a great way to expose their spoken language and sufficient rehearsal in various listening situations and competence levels. However, students must participate in any classroom activities that have comprehensive learning content. Listening and speaking are both essential components of the new functional English standards. However, it appears that there is a significant lack of material to assist teachers in advancing the skills of their students, which is the primary reason for developing more effective teaching procedures. When teaching listening and speaking is done well, it provides students with a wealth of resources to make it explicit, relevant, and engaging for them (Abraham et al., 2022).

2.2 Podcast to Improve English Learning

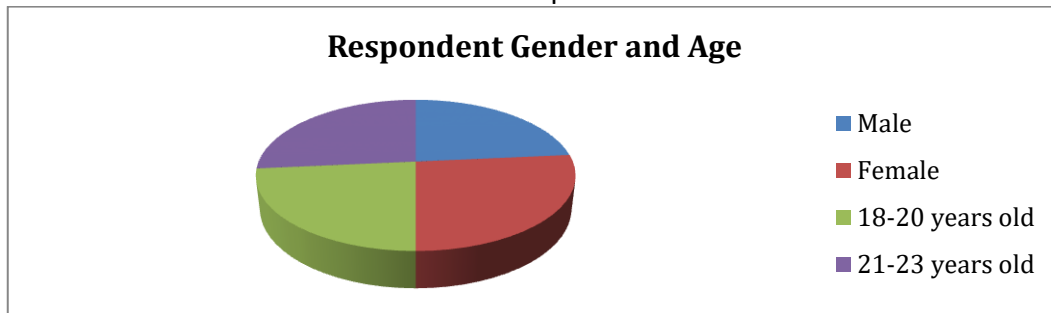
Podcasting is a fascinating medium that provides information and entertainment, but educators quickly recognize its enormous potential for teaching and learning. As a result, the use of podcasts is transforming the English learning process. Its emergence appears to offer a rich source of material for use in an EFL context, specifically to aid listening instruction. Podcasts allow students to learn when and where they want, at their own pace and on their own path. Furthermore, podcasts can be downloaded, copied, shared, and even edited in real time, giving learners greater control over their competence and ownership of their learning (Camelia et al., 2021). There are numerous podcasts available on the internet that students can adopt and adapt to their specific learning needs. Because students are more engaged, the learning process and outcomes can be maximized. Nonetheless, language learners continue to be unaware of how to use podcasts and the impact they have on their listening learning (Davoudi & Rezaei, 2016). Podcasts are a novel way for students to learn in any situation that lacks visual cues. They can find interesting topics and use the favorite, relevant, and useful information as listening and speaking ideas. The podcasting taxonomy for language learning consists of creating podcasts or using pre-existing ones.

There are numerous benefits to teaching listening through the use of podcasts. According to the findings of the study, podcasts are a useful source for improving listening skills, especially when students listen extensively outside of the classroom, as it can increase their English vocabulary and familiarize them with different speakers' voices; thus, students' listening fluency increases. Those podcast listening activities can have a significant impact as an authentic resource tailored to each level (Nisa et al., 2022). It improves their skills compared to students who do not listen to podcasts. Podcasts can also encourage students to be more creative and active in class. Podcasts can pique the interest of students who are both troubled and uninterested in learning English through listening and speaking. The benefit from using podcasts media in a variety of ways, includes access to information and entertainment (Chaikovska et al., 2019). Recently, there has been an important development in podcasts that can be used for educational purposes. It can be interesting and one-of-a-kind educational activities. The purpose of this study was to see if there was a significant difference in listening scores before and after the students were taught using a podcast application (O'Bryan & Hegelheimer, 2013). The research findings could provide a valuable benefit by providing additional knowledge and experience to develop English language teaching, particularly teaching listening, as well as introducing new and interesting media to students through the use of podcast applications in the teaching and learning process.

3. Research Method

This current study is designed to learn more about how EFL university students think about podcasts in English language instruction. The researchers chose a qualitative descriptive research because it allowed them to collect data from the questionnaire and analyze the relationship between one set of data and another (Ningsih et al., 2020). In this process there were 17 respondents who filled out a questionnaire survey, 17 respondents that studied and those who filled out the form were on average from UIN Walisongo Semarang. The results obtained from the questionnaire data could be seen on how they responded to teaching in class using podcast media and also how podcast media could attract students in learning English according to the views of teacher.

From the analysis of the data obtained that there were various kinds of English learning that could be utilized by using podcasts which were useful for practicing listening and speaking skills for EFL learners. The instruments and procedures used in this study were the google form and also interviews; the initial procedure in this study was to fill out the available forms in order to obtain the valid data, then interview sessions for respondents were also part of this research so that this research could produce accurate results.



4. Results and Discussion

4.1 Results

From a teacher's beliefs, the results of the study using podcast media can produce great results in EFL class teaching. In addition, the study of this given material shows that good results are supported linguistically. All studies yielded significant findings with reference to the use of Podcast media by respondents or researchers. In addition, all students who used Podcasts to augment their listening and speaking skills seemed more active and motivated to learn these skills, meaning that the learning process is enhanced by tools, which are usually considered nothing more than that. They also significantly improved their teamwork by making extensive use of podcast media.

Reasons That Make Podcasts Good Learning Media in Teacher's Beliefs

New technology always has a heavy impact on education, and podcasting is no different. Many learning institutions are cutting back on textbooks and investing in technology-enhanced learning. As one of the latest mediums to emerge into the mainstream, podcasting is one of the forefront technologies in this change. In this article, we show you how podcasting in education can increase accessibility and encourage engagement. Podcasts allow students to practice their listening comprehension of complex texts that are both conversational and formal, and the corresponding transcripts enable students to confirm their success. Podcasts are a great way to teach new content, something suited for passive learning. Students can listen on their own, freeing up valuable classroom time for more active learning.

From the data obtained through questionnaires, (on figure 1) 17 (100%) respondents have listened to podcast broadcasts, (on figure 2) 14 respondents (82.4%) have used podcasts as a medium for learning English and 3 respondents (17.6%) have never used podcasts. as a medium for learning English. From this it can be concluded that the 14 respondents know what podcast media is, but not all of them know that podcasts can be used as learning media. According to the teachers' views and beliefs obtained from the questionnaire as many as 14 respondents (82.4%) out of 3 respondents (17.6%) state that podcasts are very interesting to be used as learning media, especially learning about English

with listening and speaking skills. Furthermore, from the results obtained above, there are several respondents who are familiar with this podcast media, besides that there are also those who are not familiar with this podcast media. Even though there are 17 (100%) respondents who know about podcast media, there are still some who are not very familiar with podcast media as a means of learning English. (On figure 3) as many as 14 respondents (78.6%) are familiar with this podcast media as a means of learning English, 1 respondent (7.1%) answers that he/she is very familiar with this podcast media, and 2 respondents (14.3%) answers that they are not very familiar with podcasts as learning media.



Figure 1.
Respondent familiar with
podcast

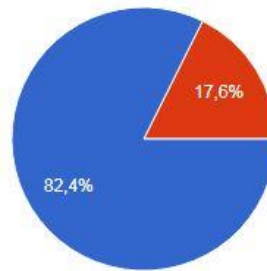


Figure 2
Podcast use for learning
English

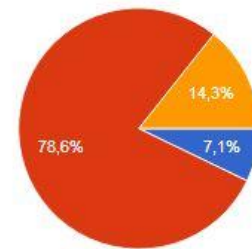


Figure 3
Familiar podcast media
for learning English

Podcasting is one of the best methods to talk about something we enjoy. We are able to talk freely and are engaged with our audience on a personal level. Not only is this an effective way to teach our audience or share our understanding, but it also makes the experience more enjoyable for us (Lazzari, 2009).

Student's Learning Habits as a Result Of The Podcast

According to the findings of the study that was conducted in a 'podcast' format, students obtained higher scores on evaluations when they used PowerPoint media resources that included embedded audio (Yoestara & Putri, 2019). The results of this investigation could be explained by a number of different things.

From the questionnaire data obtained, (on figure 4) as many as 15 respondents (88.2%) stated that they could feel the difference in the use of podcast media as learning English before, and 2 respondent (11.8%) stated that there was less difference in the use of podcasts as a learning medium. From this it can be concluded that the differences in learning using podcast media can be felt by most students in the classroom. The difference in the learning atmosphere in the classroom using podcasts certainly has a positive impact, because some students at school can follow advanced technological developments, such as the use of podcasts in learning English. This difference in learning atmosphere was also felt by some students, (on figure 5) there were 14 respondents (82.4%) who felt differences in learning English, especially in listening and speaking skills, and there were also 3 respondents (17.6%) who stated that there was no difference learning atmosphere using this podcast media. From this it can be concluded that the learning habits in the dominant class have changed because of the podcast media in learning English.

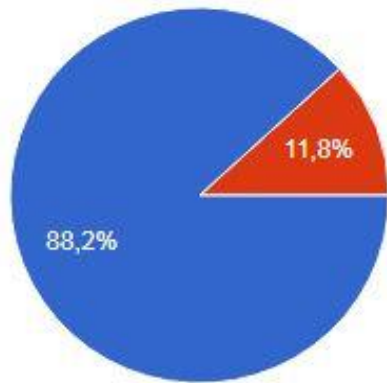


Figure 4.

Feel different after use Podcast for learning English

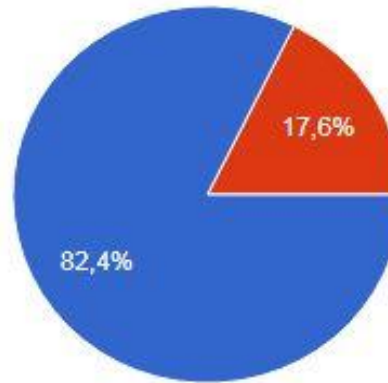


Figure 5.

Different learning after use Podcast to enhance listening and speaking skills

Finally, the fact that the students in the trial group have more opportunities for formative testing than the other students suggests that they may have benefited from practice, which in turn may have had an effect on the students' overall academic performance. They demonstrate that providing students with better learning aids while they are working through a module can dramatically enhance students' exam performance. The findings of this study could have an impact on future suggestions for the design of curricula.

In the interview session the researchers received information that learning to use a podcast was not as easy as one might imagine. There were several obstacles experienced, such as signal interference when the podcast was started, learning without a teacher or tutor was quite difficult to understand what was in the podcast. On average, they used podcasts to learn to understand tenses, pronunciations, and grammar in the podcast conversations. The researchers quoted the words of the respondent during the interview "when I listen to the podcast I imagine that it is like a movie but there are only 2-3 people in it for that to understand the sentences in the podcast is quite easy, especially to hone our listening and speaking skills, but further guidance is needed so we can fully understand what's in the podcast." It can be concluded that learning English using podcasts can hone our listening and speaking skills, but it is necessary to have a teacher or tutor in order to maximize learning English using podcasts.

4.2 Discussion

The findings of this review article show that the utilization of Podcast media has a beneficial impact on the growth of students' writing abilities when it is used in EFL classes. This is consistent with the findings of other research studies on the subject. When it comes to writing, this factor is especially helpful in shaping and organizing ideas. Increasing students' vocabulary and honing their listening abilities can also be accomplished by using podcasts. The expansion of one's vocabulary is one of the most essential aspects of learning a new language, and from the perspective of one's mental development, a nurturing environment that emphasizes the development of one's social abilities is essential. Using Podcasts is a powerful tool to enhance cognitive and productive skills in the language educational process. This is especially true in EFL, where there is a need for simple accessibility of learning materials, and Podcasts fill that need (Abdous et al., 2009).

From the results of the answers to the research questions above, it can be concluded that learning using podcast media really makes a difference in the classroom, starting from the study habits of the students, the learning methods and also the atmosphere in the classroom. However, there are still some who are not familiar and there is a lack of change in learning to use this podcast media. It is possible that those who do not understand and are familiar still do not understand what a podcast is even though they know that there is a podcast media as a new means of learning English. With the development of this technology, it is hoped that it can have a positive impact that can increase the attractiveness of student learning and also make them new habits in learning English. The goal of this study is to see how useful foreign language podcasts could be for listening outside of the classroom (Rosell-Aguilar, 2015). The variety of programs offered not only provide students with options, but also make it possible for them to locate podcasts that are of interest to them, which is a requirement for student engagement with the topic. The extensive reading literature recognizes this key idea. The listening activity is well received by participants because it is consistent with their daily media habits. The additional assistance that video provides helps explain why people prefer it to audio (Yoestara & Putri, 2019).

It is easy to believe that success in any task is simply due to someone being motivated and having a positive attitude. It is simple to assert that a learner will succeed with the right motivation in second language learning. Such claims are, of course, not false, because numerous studies and experiments in human learning have demonstrated that motivations and attitudes are critical to learning (Lowe et al., 2021). In general, using podcasts in or out of the classroom helps students become more proficient in their second language learning. However, one measurable advantage of using these files outside of the classroom is that students can manage their time while listening to their audio files (Davoudi & Rezaei, 2016). This study has the strength that podcasts can be alternative teaching materials in learning English, especially in the areas of listening and speaking skills. In this study, it is stated that respondents are familiar with the existence of podcast media as a medium for learning English. In this study there are also limitations such as respondents who understand podcast media but have not utilized it for learning English, limitations in using podcasts also arise in the absence of mentors and also internet connection problems which can hinder learning. For future implications this research will focus on finding accessible studies on research issues and teachers' beliefs in teaching using podcast media, namely the influence of podcasts in developing listening and speaking skills in EFL.

5. Conclusion

According to the findings of this review study, in general, it seems that Podcasts are a good option. However, additional experimental research needs to be carried out in this field in order to provide light on other parts of the writing process. One of these aspects is language competence, which can be enhanced through the use of podcasts. The goal of this research is to see how useful short-format podcasts may be in supporting job evaluation for students at the school level as well as those who have graduated from school. Three distinct conclusions emerge. Students and professor benefit from podcasting in different ways. They also feel that it increases teacher-student communication by allowing the relationship to continue outside of the classrooms in a more effective manner, which in turn reduces the requirement for face-to-face consultation. Both of them are in agreement, though, that it

takes time to use and develop it. The reasons and learning habits of using podcasts need to be emphasized again in order to maximize students' understanding of the material in the podcast; there needs to be guidance from the teacher so that they can understand what is in the podcast material. Learning habits also need to be changed, initially only using media books and power points; but now using podcasts so that learning English can be varied.

Our findings suggest that additional study into relevant learning activities and instructional methods that go beyond the information delivery method of podcasts is required. Based on the findings of this research, students who listen to podcasts improve their listening abilities more than those who do not. It has been discovered that students' listening abilities improve when they listen to podcasts. It helps kids in particular to become more excited about sharing their opinions and to be more communicative overall. It also gets children in the habit of paying attention, helping them comprehend events that occur in real life. Using podcasts to teach listening and speaking skills in English can be beneficial to students. They are taught not only how to listen but also how to design listening exercises for their peers. In that way, it promotes independent learning.

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