

The Role of Using Podcast in Developing Students' English Language Skills and Areas from English Language Teachers' Perspectives

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Abstract

This study aimed to investigate the role of using the podcast in developing students' English language skills and areas from English language teachers' perspectives. To achieve the aim of this study, the descriptive approach based on a questionnaire was used. The population of the study as a whole consisted of 310 male/female English language teachers at the basic stage schools in the Northwest Badia Directorate of Education in Mafraq. The sample of the study consisted of 103 male/female teachers who teach English language for the basic stage in the Northwest Badia Directorate of Education in Mafraq, who were chosen purposefully during the second semester of the academic year 2023/2024. The data was collected through an electronic and a paper questionnaire. The instrument consisted of seven sections, including the four

language skills (listening, speaking, reading, and writing) and the three areas (vocabulary, grammar and pronunciation). The results showed that there were no statistically significant differences at $P = 0.05$ between the means of the teachers' perspectives on using the podcast in teaching English language skills (listening, speaking, reading, and writing). The results also showed that the listening skill obtained the highest mean of all skills with a high degree of agreement. There were no statistically significant differences at $P = 0.05$ between the means of the teachers' perspectives on using the podcast in teaching English language areas (vocabulary, grammar and pronunciation). Finally, the results of the study revealed that pronunciation obtained the highest mean of all areas with a high degree of agreement. A set of related recommendations were included in the study.

Keywords: Podcast, English Language Skills, English Language Areas, Teachers' Perspectives.

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دور استخدام البودكاست في تنمية مهارات ومجالات اللغة الإنجليزية لدى الطلبة من منظور معلمي اللغة الإنجليزية

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الملخص

هدفت هذه الدراسة إلى استقصاء دور استخدام البودكاست في تنمية مهارات اللغة الإنجليزية ومجالاتها لدى الطلبة من وجهة نظر معلمي اللغة الإنجليزية. ولتحقيق هدف الدراسة، تم استخدام المنهج الوصفي القائم على الاستبانة. تكون مجتمع الدراسة من (310) معلماً ومعلمة للغة الإنجليزية في مدارس المرحلة الأساسية بمديرية تربية البادية الشمالية الغربية في المفرق. أما عينة الدراسة فقد تكونت من (103) معلماً ومعلمة يدرسون اللغة الإنجليزية للمرحلة الأساسية في المديرية نفسها، وتم اختيارهم بطريقة قصدية خلال الفصل الدراسي الثاني من العام الجامعي 2024/2023. جُمعت البيانات من خلال استبانة إلكترونية وورقية، حيث تألفت أداة الدراسة من سبعة محاور شملت المهارات الأربع للغة (الاستماع، التحدث، القراءة، والكتابة) وثلاثة مجالات (المفردات، القواعد، والنطق). أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى ($\alpha = 0.05$) بين متوسطات وجهات نظر المعلمين نحو استخدام البودكاست في تدريس مهارات اللغة الإنجليزية (الاستماع، التحدث، القراءة، والكتابة). كما أظهرت النتائج أن مهارة الاستماع حصلت على أعلى متوسط بين جميع المهارات بدرجة موافقة مرتفعة. كذلك، لم تُظهر النتائج فروقاً ذات دلالة إحصائية عند مستوى ($\alpha = 0.05$) بين متوسطات وجهات نظر المعلمين نحو استخدام البودكاست في تدريس مجالات اللغة الإنجليزية (المفردات، القواعد، والنطق). وأخيراً، كشفت نتائج الدراسة أن مجال النطق حصل على أعلى متوسط بين جميع المجالات بدرجة موافقة مرتفعة. وقد اختُتمت الدراسة بمجموعة من التوصيات ذات الصلة.

الكلمات المفتاحية: البودكاست، مهارات اللغة الإنجليزية، مجالات اللغة الإنجليزية، وجهات نظر المعلمين.

Introduction

Many Jordanian English language teachers look for easy methods to support them in providing lessons using technological tools. These modern technologies and methods may contribute to improving learning outcomes and developing educational models to be more effective and appropriate to current conditions. The use of educational tools in teaching the English language promotes the development of positive perspectives among English language teachers and the students themselves which enhances their educational function, as these teachers can further enhance positive perspectives among students and encourage them to use these technological tools effectively and intelligently. Furthermore, they can organize the educational process to meet the goals. Teachers' perspectives are a main factor in educational technology. Teachers who feel more comfortable using technology, have a positive perspective on it, and usually integrate it into teaching (Govender, 2005).

Nowadays, teachers should be aware of how to integrate technological tools in the classroom. The successful use of these resources basically depends on the teacher's perspectives toward technology in the learning environment which ultimately determines how they are used in the classroom (Albirini, 2006). Many teachers want to integrate technology in their lessons, however, they lack enough ideas about how to use and maintain such resources. A school's management should support the professional development of teachers and encourage them to use these technological tools in teaching the English language. Using the traditional chalk and talk method is not as useful and effective as using the podcast. In addition, integrating the podcasts into education can improve learning goals, boost motivation and encourage learning. The other skills and areas such as vocabulary, grammar, speaking, and pronunciation and other related domains can also be as accelerated as the listening skill is, in language learning. In order to do this, teachers should be courageous and confident enough to attempt alternative methods in teaching. They should be careful of the latest developments in pedagogy and methodology (Al-Sawalha, 2016).

In Jordan, the most important reason for the weakness of students in learning the English language is their lack of practice. In addition, some teachers teach the

subject of the English language using the Arabic language. Teachers should use modern methods to encourage English language learning. Jordanian students have weaknesses in all language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar, and pronunciation), even though they study English from the basic stage. The English language depends on the hierarchy of skills and areas, as it is a subject that depends on the accumulation of knowledge that the learner has gained from his/her first grades (Balasmeh, 2022).

One example of a technological application to solve this problem is the podcast; the podcast is a popular application in modern life. People want to learn in many more ways than just by in-person interactions. There are three different types of podcasts: the first is audio (sound only), the second is the enhanced audio (sound with images) and the last is video podcast (slides, graphics and movies). In modern times, people are able to play podcasts on any portable digital-media device. A podcast is just like regular audio/video. The term "podcast" originated from the word "pod" which refers to "iPad" and to "broadcasting", and is the most widely used distribution method for sound content on the internet. An audio podcast does not require listeners to tune in at certain time. Alternatively, listeners can choose to receive a download copy of each new episode when they subscribe to the podcasts. Users can use an MP3 player such as an iPod or their computers to listen to the podcasts (Salainti, 2023).

Globally, there is a growing trend of using technology for educational purposes such as the podcast application, and among the many groups it has targeted, are teachers and students. This kind of technology is used by many students young and adult to learn English. Not only is the tool useful but also entertaining because it has a lot of fascinating features. Technological tools such as the podcast are becoming increasingly necessary in human daily life for communication, employment, education and much more. Today's language learning tools offer convenient solutions to the challenges students face in learning English, providing interactive features such as videos with real-life context, pronunciation guides, communication with native speakers and enhancing listening skills. In addition, they play a crucial role from an educational standpoint. This is due to the benefits of mobile learning, including the ability to share information without place

and time limits, the ability to facilitate the development of collaborative learning, critical thinking, resolution of problems, and lifelong communication skills development (Abidin & Tho, 2018).

English is known as the language of the international information network. In order to understand the largest sector in the world and facilitate the communication process between people, the English language becomes the most important tool of all in this regard. Learning English has become inevitable and indispensable. In addition, the professional and educational future has become dependent on the extent of a person's proficiency in the English language. Therefore, learning English is one of the most important basics and requirements in education and an utmost necessity among students and teachers. It is specifically for English language students as it broadens their minds, develops emotions, and improves job opportunities. It is necessary for teachers to as it enables them to employ the latest tools available in their work to engage students. Additionally, students need to master all skills of English, namely (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation) (Ihsan, 2011).

In education, the podcast has been used extensively as an important method to enhance students' ability to learn both within and outside the language classroom. Native speakers create the most vocal content, giving learners the opportunity to practice pronouncing words correctly. Learners will also identify how native speakers use slang and idioms in real-life. Depending on students' requirements and skills; the podcast can improve students' vocabulary, grammar, and pronunciation. This also trains the students' ears and minds in the language they are learning. The easiest technique for students to improve their listening and speaking is to repeat what they hear. The podcast provides listeners with information to develop their knowledge. Once this knowledge is developed, students begin to speak, read, and write. Therefore, the podcast plays an important role in communication (Nunan & Newton, 2009).

The future of podcast in the educational environment will be strong because it promotes a sense of inclusion and belonging to the learning community (Vanzanten et al., 2012). The chance to access podcast at school or home, help students take control of their learning and encourage their independence by interacting with the topic by taking written notes, highlighting knowledge gaps, being able to repeat

the podcast in order to clarify issues and memorize information. Teachers have long been interested in technological possibilities in education (Hill et al., 2012). The uses of the podcast in classrooms have great potential not only because it helps differentiation in teaching but it also provides additional support for students who have special educational needs (Powell & Robson, 2014). Teachers should use specific learning strategies and resources to achieve language learning. In light of our current age of the internet, educational materials in general, whether audio or video, have become available to everyone without the need to travel to them, whether through websites or technological tools such as the podcast.

This Study

According to the researchers' knowledge and long-term experience in teaching English as a foreign language (EFL), it is noticed that many Jordanian EFL students have weakness in English language skills and areas when using English in daily situations. Students have difficulties in listening, speaking, reading, and writing, consequently they sometimes struggle to understand all part of a given speech, which creates problems for them when responding to messages. The researchers conducted a survey that included 10 English language teachers and 20 students. The survey was about the most prominent problems they face in learning and teaching the English language, and suggestions that would make education more attractive and interesting and keep them wanting to learn for a long period of time. Most teachers (9/10) reported that there is a need for applying contemporary teaching strategies such as the use of podcasts which focus on language skills and areas. Most students (18/20) also think that they have weaknesses in all language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar, and pronunciation).

Khatibeh (2000) indicated that teaching the English language requires the use of contemporary technologies in developing its teaching methods, especially since the devices provide many appropriate solutions. Akram (2019) pointed out that podcast technology has contributed to enhancing learning operations through the possibility of referring to the material more than once, which helps students communicate properly. The researchers believe that the podcast may improve

students' difficulties in learning language skills and areas. According to Al-Sawalha (2016), Jordanian EFL students are weak in language skills and areas. Similarly, Al-Bdour (2020) also indicated that the reason behind the students' weakness in the English language may be attributed to the use of traditional teaching methods. This study bridges this gap as it focuses on investigating the role of using the podcast in developing students' English language skills and areas from the English language teachers' perspectives. This study aimed to achieve two major goals. The first was to investigate the role of using the podcast in developing students' English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar, and pronunciation) from the English language teachers' perspectives for the basic stage students in the Northwest Badia Directorate of Education in Mafrq. It sought to answer the following two research questions: What were the teachers' perspectives on using the podcast in developing the students' English language 1) skills (listening, speaking, reading, and writing), and 2) areas (vocabulary, grammar, and pronunciation) for the basic stage students in the Northwest Badia Directorate of Education in Mafrq?

This study has the following benefits for different groups of people. The results of this study may help students to find remedies for their weaknesses in the English language. Accordingly, students might be able to employ technological tools to improve their English language skills such as the podcast. Additionally, incorporating podcasts into English language teaching may contribute to having an English learning process acquired and learned naturally and authentically in the context of EFL. The use of digital podcasting devices can also be a fun or interesting elements of language learning media. The results of this study may stimulate English language teachers to use the podcast in teaching English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation) in the classroom. Moreover, teachers may use the podcasts in improving English skills and areas in the classroom. The podcasts may enable them to create audio or video content which encourages active learning. The current study may encourage curricula designers to employ the podcast as a learning resource in the textbooks and create modern classroom activities in which students would be able to develop their English skills and

areas. This study is important as researchers can use the podcast as a guide to further their research. Also, it may provide them with new perspectives on technological learning tools and show the possible advantages for students using these tools.

Theoretical Background

The Podcast

The podcast is the audio file that is distributed over the technological tools. It can usually be played on any digital device in the format of an MP3, such as smart phones, tablets and laptops. It is automatically delivered to subscribed users and they can listen anytime from any place (Shelly & Frydenberg, 2010). As of January 2020, there were over 30 million occasions and 850,000 podcasts accessible globally, and these numbers are growing daily (Winn, 2020).

Szendeffy (2005) pointed out that the podcasts offer teachers and learners more integration and access of material. The study enables both teachers and students to evaluate the usability and accessibility of podcasts. Teachers can simply download teaching materials in the form of audio podcasts from some of technological tools for teaching and activities. Students are expected to write down the difficult vocabulary they listen to from the audio, comprehend the meaning, and notice the spelling.

According to Warlick (2005), the podcasts were originally intended to convey knowledge and amusement, but teachers quickly realized how much potential they had as a teaching and literacy tool. Moreover, learning English is revolutionized by the usage of the podcasts. It appears to provide rich sources of material to use in an EFL context and to assist foreign language instruction in general. The podcast enables the students to select their preferred learning pace and path as well as when and where they learn. In addition, it can be easily downloaded, shared, and even edited, giving learners great autonomy and ownership of their learning.

According to Tavales and Skevoulis (2006), students may be able to record themselves or listen to native speakers while performing listening exercises focusing on pronunciation, grammar, or intonation. Languages are a variable and ever-evolving element whose development requires constant observation. The

listening skill, is the first skill that depends totally on the sense of hearing which allows students to be able to comprehend the educational texts that the teacher reads aloud, and it can be improved by exposing the students to listening to radio and television programs in English.

Crawford (2007) found that the podcast can be used to develop a variety of skills through a multimodal communication method. Podcasts can contain different elements depending on the sort of podcast being accessed. Some podcasts are presented completely audio-based without visual stimulation for their audience. Other podcasts combine audio and visual captions to present users, while other podcasts combine audio and still images. Depending on the type of the podcast you use, various technical components may be more useful to students based on their reading and writing preferences and general knowledge.

Rosell-Aguilar (2007) mentioned that podcast technology is strongly associated with constructivist methodology in which information is created by the learner through active investigation, observing, processing, and interpreting. Additionally, the podcast provides access to authentic text content which provide the chance to learn about topics such as politics, culture, and the areas' history where the target language is used.

Bahadorfar and Omidovar (2014) stated that there are recently available technological tools to English language teachers to improve English language skills through using podcasts which are considered the best tools for teaching skills and areas. Moreover, podcasts help students in familiarizing the target language whereas teachers can use it as effective material in the classroom for assignments involving discussion.

English Language teachers can assist their students by encouraging them to listen to the podcasts and practicing foreign language outside the classroom to enhance their language skills, according to McMinn (2008). Teachers occasionally employ the same materials to improve listeners' performance repeatedly. However, the podcast might present fresh ideas and inspiration. Salama (2018) stated that integrating technology into the teaching and learning process has contributed to solving many problems, especially when it comes to addressing the individual differences of each student, which contributes to ease of learning.

Kay (2012) emphasized the value of employing the podcasts in the classroom. The podcasts can be an effective tool for enhancing learning in a variety of contexts, from kindergarten to high school. Therefore, the podcasts encourage critical thinking, support students' motivation, active learning and participation. In addition, a number of factors that might affect how effective podcasts are, such as the duration of the episode, the usefulness of technology, and the quality of the content.

Abdulrahman (2016) pointed out that the integration of technological tools into the classroom environment enables experiences of language exchange for both teachers and students. Moreover, incorporating technological tools into EFL classes not only assists students in learning a foreign language, but also boosts their confidence and inspiration in language acquisition. For example, the podcasts offer a unique chance to choose content.

According to Yiemkuntitavorn and Rattanapan (2021), the podcast is an effective tool for teaching and learning. In addition, it is a great source of entertainment. Students can use them to supplement their textbooks and listen to them at their convenience with little effort as they are very easy to obtain. Language learners can select from a wide range of content and listen to them on their smart phones anytime from any place for free. However, language teachers need to work a bit harder to create podcasts with interesting content for their pupils. They should become familiar with their students' interests, motivations, and demographic background.

English Language Skills

Proficiency in English language has become essential for professional and personal development in today's interconnected society. It enables people to participate fully in international conversation, access information and resources, and communicate successfully. Language is also considered a means of developing thought, knowledge and human personality, which is the most important means of social interaction for the formation of social relationships (Wali, 2018). Language is a tool for communication. We communicate with others to express our ideas, and to know others' ideas well. Communication occurs where there is conversation (Kadamovna, 2021). Studying English language and literature also provides a

strong foundation for improving one's capacity for analysis, problem-solving, and critical thinking abilities. These abilities are highly valued by employers across various industries, making English majors attractive candidates for relevant job opportunities.

Language is generally based on four basic skills that are interrelated to each other. The skills are listening, speaking, reading, and writing. According to Samara (2018), language learning skills are a collection of four abilities that enable an individual to comprehend and produce intelligible language for efficient personal communication. The four skills (listening, speaking, reading, and writing) should be integrated in an efficient way. These skills need to be taught to students in order to assist them in achieving their expectations of them and progressively developing their communication skills. This involves speaking and listening, two skills that are intimately tied to one another and function in tandem in daily life. Therefore, the objective of integrating the two is to promote oral communication that is successful. Real-time and intentional communication will be ensured through this integration. As a matter of fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate successfully (Sadiku, 2015).

The listening skill is a way of linguistic communication which is most widely applied in people's daily lives. Furthermore, it is related to the ability to understand the meaning of a form of language use that is expressed orally (Lubis, 2022). The listening skill is a link to developing other skills; the ability that an individual possesses to listen automatically leads to verbal fluency, which demonstrates the convergence between listening and other linguistic skills. Therefore, the student acquires a lot of linguistic vocabulary, patterns, structures, concepts, ideas, and develops linguistic skills related to speaking, reading, and writing, through listening (Al-Badri, 2013). Teaching students about listening exercises is an effective way to increase their vocabulary. In addition, it also assists the students in upgrading their perceptions and their listening skills. In listening skills, understanding what other are saying is essential for good comprehension, and it is one of the main reasons to learn a language. Moreover, it involves receiving sound, conveying a message in the sound you hear, evaluating the message, and responding to it. Good listeners

are able to comprehend what they hear and respond appropriately. According to Al-Sahali & Al-Sherhri (2023), listening is a basic skill for every learner who needs it, to raise the efficiency of performance and knowledge to achieve various learning requirements.

The speaking skill is important for language learners in any field. It serves as the foundation of communication and opens possibilities for higher education and career advancement. Students should learn English well because it is one of the most widely spoken languages in the world. However, many students find speaking challenging because they are bashful, afraid of making mistakes, or lack enthusiasm in the material. According to Koran (2015), speaking is an important element in developing each language skill and conveying knowledge of cultures. Given the significance of accuracy, fluency is taken into account more while trying to accomplish communicative objectives in conversations. Al-Assaf (2016) stated that the speaking skill is crucial, since it facilitates teaching and learning, and allows individuals to impact one another, and it is thought to be a channel for ideas to be transferred from the speaker to the recipient.

The reading skill is an essential component of learning and has multiple advantages attached to the exercise. Reading fosters creativity, empathy, and knowledge. Reading can also increase one's vocabulary, reduce stress, broaden thinking, and stimulate cognitive understanding. Reading is a mental and physical process. We observe writing visually and think in processing the information contained in reading (Pradani, 2021). Madani (2016) also considered reading as the most crucial skill in English for students to acquire when learning English as second language since it forms the foundation for the content and books that should be analyzed, comprehended, evaluated, and debated. Therefore, it is essential to strengthen text comprehension in order to expand vocabulary, prior knowledge, and fluency.

The writing skill involves sufficient knowledge and the capacity to express ideas and thoughts in written words. It refers to a sound understanding of language through grammar, spelling, and punctuation. As mentioned by Richards and Renandya (2002), writing involves many decisions and considerations pertaining to “lower level skills”, like grammar rules, suitable vocabulary, and punctuation, as well as “higher lever skills”, such as structure, content, and organization. Writing

helps students express themselves creatively and critically while also allowing them to keep their ideas. Success in the writing skill is the extent to which students have the ability to transcribe their thoughts and voices into written symbols that convey what is happening in their mind and what they exchange in discussions with others. According to Al-Maliki (2021), the importance of the writing skill is the ability to form phrases, sentences and various paragraphs that lead to the meanings and ideas that the students want to express.

English Language Areas

There are three main areas in English language: vocabulary, grammar and pronunciation. The first is vocabulary which is characterized as words that are utilized in a particular language. Vocabulary is a group of meaningful words that are used to construct sentences. The initial step in learning a language is to acquire as much vocabulary as possible and work on mastering it. As a result, it will be easier to put thoughts into words. According to Zaen et al. (2022), vocabulary is the most essential aspect of language proficiency because it determines how well learners listen, speak, read, and write. Manda et al. (2022) reported that the description given above leads one to the conclusion that vocabulary is a set of terms that should be understood in order to be used as a tool for expressing language and/or interpreting information in communication.

The second main language area is grammar. Grammar is a set of rules that specify how words and groups of words can be arranged to form sentences in a specific language. “The term grammar is derived from a Greek word which means “the art of writing”, a branch of philosophy or a method of purifying language” (Cowan, 2008, p.3). Although different scholars have given it different definitions, the study of language descriptively, prescriptively, and communicatively in a pedagogic manner is the essence of most definitions. Harmer (2001) explained grammar as the explanation of how words in a language can change their forms and be combined to make sentences.

The third main language area is pronunciation. Pronunciation is the act or manner of pronouncing words; aspects of pronunciation include the way a word is uttered, whether it is a commonly accepted style of speech, or how a word is

represented phonetically. In another way, it is a means of speaking that is generally comprehensible and accepted through the use of language sound, intonation, rhythm, and correct word stress in spoken language. Learners understand pronunciation easily even if they make mistakes in other areas (Jahan, 2011). According to Hismanoglu (2006), the teaching of pronunciation is essential for oral communication. It makes a substantial contribution to communicative competence.

Teachers' Perspectives

Teachers' perspectives refers to the teachers' views, opinions, ideas, feelings, and fears towards their profession and teaching program. It is an important factor that influences their behavior and actions in the classroom, which in turn affects students' perspectives and learning outcomes. The perspective of teachers can be influenced by various factors such as gender, stream of education, and locality. Overall, teachers' perspectives play a crucial role in creating a conducive learning environment and shaping students' perspectives and learning experiences. Perspectives are an organized psychological concept that has mental, cognitive and psychological-emotional roots and manifestations. Accordingly, perspectives represent a complex product of concepts, information, and feelings that generate in the individual a certain tendency and readiness to respond to a specific topic in a specific way and to a specific extent (Melhem, 2000).

Suliman (2017) stated that teachers' perspectives are connected to their success and confidence in using technology in learning. Furthermore, integrating the podcast into their teaching makes teachers more comfortable. The presence of the podcasts materials for teachers determines either positive or negative attitudes. According to Omrani (2013), teachers' perspectives are the teachers' views toward using the technological tools in terms of their positivity or negativity as an educational means. Gorichanaz (2011) stressed the importance of studying teachers' and students' perspectives toward using technological tools in the classroom, because having a positive attitude is the basis for a successful experience. The perspective on teaching is a reflection of feelings regarding the teaching profession.

One aspect of a teacher's personality and one of their characteristics is their perspectives. The idea of perspectives is crucial in comprehending human behavior,

as it can significantly affect teacher-student interactions, parent-school relationships, educational goals, and academic accomplishments of children. This is especially true when it comes to how these perspectives affect teachers' expectations. Therefore, perspectives are a combination of beliefs and feelings that push a person to behave in a certain way (Noe, 2002). Perspective is a neutral, mental state of readiness that has been developed through experience and that directs or dynamically influences how someone responds to all things and circumstances that they come into contact with.

Related Literature

Kim and King (2011) investigated how teachers' and students' perceptions differed toward using the podcasts based on their prior experiences with different sorts of computer technology. The participants of the study consisted of three teachers who were exploring questions regarding their actions, attitudes, and perceptions toward the instructional uses of podcasts in a core task. This research clarified how teachers incorporate these modern media for teaching while creating a case study for a particular English language student in a real-world classroom setting. Data sources for this qualitative study include pre-term anonymous surveys, emails, research field notes, interviews, dialogues, and observations. Important findings from this study include an understanding of how teacher applicants' perspectives and perceptions can alter dramatically, how teachers can grow their professional identities while using cutting-edge instructional technology, how professional development can help language teaching and instructional technology with digital-age children, and pedagogical reports for ELL classroom applications.

Lin et al. (2013) conducted a study on how English language teachers' perspectives on using the podcasts in the EFL classroom in Sweden. Thorough interviews were conducted with five male and female Swedish EFL teachers for this qualitative study. The participants were chosen purposively and they worked in different schools in southern of Sweden. Interviews were performed with experienced teachers to get their perspectives on the usage of the podcasts in education. The results revealed that EFL teachers were in favor of using the podcasts in English classes for teaching listening skills and increasing students' language use in practical aspects.

Hassen and Maamar (2016) conducted a study which aimed to explore teachers' perspectives toward using the podcasts in enhancing EFL learners' comprehension in Algeria. The research used the descriptive method. An oral interview was conducted with four teachers. The findings showed that teachers had favorable perspectives on using podcasts which assist EFL students in enhancing their English skills. Teachers think it is a useful tool for teaching English.

Ramli and Kurniawan (2017) conducted a study on how the podcast develops students' English listening and speaking skills in Indonesia. The study reviewed some previous studies to create teaching instructions using a podcast. The results indicated that teachers were affected by the possibility for success in employing technology. Moreover, they were glad to integrate technological resources (like podcasts) to deliver creative teaching in a classroom environment. A wealth of subjects and activities were presented by podcasts, helping teachers to advance their knowledge and improve their listening and speaking skills for learning.

Asmara (2017) investigated how teachers' perspectives on utilizing ELT podcasts in learning to develop students' listening comprehension and providing enjoyable, fun, and obtainable teaching tools for listening comprehension in Indonesia. The quazi-experimental design used in the study was based on two variables including an independent variable (utilizing podcasts) and a dependent variable (listening comprehension). The researchers assigned students randomly into two groups: The experimental group and the control group. The participants of the study were divided into two sections and consisted of 149 students from the 8th grade of Teluk Gelam in the academic year of 2014/2015. To collect data, a written test was distributed to both groups in the form of a cloze procedure test. The finding of the study showed that the students' achievements increased in listening comprehension using ELT podcasts and they were enthusiastically focused on listening activities to understand the words more easily. Moreover, teachers' perspectives were positive toward using ELT podcasts in teaching listening skills.

Chowdhury and Haqu (2019) explored the teachers' perceptions toward using podcasts as well as the possibilities and challenges in Bangladesh. Based on information gathered from ten EFL teachers who were chosen randomly from one private and one public institution in Bangladesh, the study was carried out using

only closed-ended questionnaires. The research used both qualitative and quantitative methods which followed a case study methodology. Both statistical packages and descriptive methods were used to analyze the data. The findings of the study demonstrated that the attitudes of teachers about the effectiveness and usefulness of using educational podcasts in Bangladesh are positive, and they are ready to admit the use of podcast enthusiastically.

Labidi and Nassim (2019) examined how podcasts can impact teachers' and students' perspectives toward language in Oman. The study aimed to evaluate how teachers and students feel about integrating podcast tasks into English language teaching. The study was carried out with Foundation level-2 language students at Arab Open University. The task assigned to the students was to use the Audacity program to create their own podcast about storytelling, for ten weeks, as a part of their portfolio activity. The findings indicated that students felt that the podcast was a good idea since it helped them become more proficient in the language. Moreover, the teachers' results from using podcasts in the classroom were inspiring and motivating in terms of challenges they overcame and the level of learner involvement.

Kafes and Caner (2020) investigated EFL teachers' perspectives of the effect of creating podcasts on their pronunciation skills in Turkey. The study was conducted with the 80 new students enrolled in a program teaching English as foreign language teachers at a Turkish public university. Data was gathered through Semi-structured interviews, dashboard activity logs, investigator observation, analytics and performance tracking logs, and recordings of peer comments on the discussion board. Analytical generalizations were used to present the planned conclusions of the data analysis, which was conducted using the content analysis mechanism. The teachers' opinions of making pronunciation podcasts are generally positive. According to the results, podcasting greatly liberated teachers from the classroom's limitations, and enabled them to teach pronunciation at any time from any place.

Amanda (2020) conducted a study which aimed to investigate how English teachers felt toward adapting podcast learning to improve students' communication skills in Nigeria. The participants included both teachers and students, in order to maximize the use of podcast-in-learning tasks to improve the students' communication

skills. The sample of the study consisted of 72 students in the 10th grade, during the 2020-2021 academic year, divided into two classes. Each class included 36 students. A pre/post-test was used in the research. The pre/post-test was the research instrument. The results indicated that there is a significantly different impact on the students' communication skills between those taught by podcasts and those not taught by podcasts. Additionally, English language teachers became predictable, creative and made the learning process more comfortable and entertaining and for their students.

Chaikovska (2020) conducted a study on how teachers implemented the podcasts designed through audacity on improving grammar skills and what is their perspective on it. The study analyzed how teachers can record, edit and export language learning podcasts in MP3 format through Audacity. To answer this question, the researchers created 5 bilingual podcasts based on the audio platform. The designed podcasts can be used as out-of-class learning activities with students. The results obtained showed that teachers have a positive perspectives on the use of podcasts to design high-quality podcasts in a foreign language in teaching English as a foreign language to improve grammar skills.

Rahayuningsih et al. (2021) conducted a study that aimed to investigate teachers' and students' perspectives on teaching listening skills through using podcasts as a media tool to motivate and facilitate learning for 8th grade students in Jakarta. The sample of the study consisted of 25 students in the 8th grade. The researchers used the podcasts applications as audio media. The method of the study was qualitative descriptive, to collect data by observation, literary studies, interviews, and the internet. The instrument designed for this study was the pre/post-test during observation. The findings of the study showed that teachers' and students' whose responses were positive in general, had used audio podcasts made students feel happy and excited. In addition, teachers found that using podcasts improved students' abilities in English skills and areas especially in their listening skills, fluency of speech and identifying new vocabularies.

Kurnanika and Rachmijati (2021) conducted a study which aimed to analyze teachers' and students' perspectives on teaching and learning skills in the 10th grade using a scientific approach with learning English podcast in Indonesia. The

qualitative descriptive method was used; both qualitative and quantitative approaches were used to gather the data in the study using interviews and questionnaires. The participants of the study consisted of 21 students in senior high school in the 10th grade. The findings showed that the teachers' responses were quite an effective method to teach English skills. Moreover, teachers ensured that the podcast can make students very excited during the learning activity.

Meghriche and Djezari (2022) conducted a study aimed to investigate the teachers' and students' perspectives on using the podcasts on enhancing the vocabulary acquisition on students in Algeria. The participants of the study were consisted of eighth teachers and (112) students. A descriptive research design was conducting using quantitative method. To gather data, two instruments were used in the study; the first was oral expression for teachers and the second one was a questionnaire for students in the first year to get their perspectives about using the podcasts in learning vocabulary acquisition, and traditional and modern methods of teaching. The findings of the study revealed that teachers' and students' perspectives on using podcasts to enhancing the vocabulary acquisition were positive. Additionally, teachers found that utilizing the podcast is beneficial inside and outside the classroom.

Lindgren (2022) examined English language teachers' perspectives and attitudes toward using podcasts in the EFL classroom in Sweden. Thorough interviews were conducted with five male and female Swedish EFL teachers for this qualitative study. The participants were chosen purposively and they had worked in different schools in the south of Sweden. Interviews were performed with experienced teachers to assess their attitudes on the usage of podcasts in education. The results revealed that Swedish teachers had generally favorable perspectives on using podcasts in EFL classrooms and they indicated that podcasts are efficient tool to improve English language skills and motivate students in language learning. Furthermore, there are some pedagogical methods presented while executing the podcasts.

Sotlikova and Haerazi (2023) conducted a study that aimed to explore students' and teachers' perceptions toward the integration of podcasts in teaching and learning English as a Foreign Language (EFL) in the classroom, as well as their comprehension of the limitations and effects of podcasts on their language skills

improvement in Uzbekistan. The participants of the study consisted of 40 students and two teachers. Teachers were interviewed and questionnaires were distributed to students as part of the data collection process. The questionnaires comprised of 17 statements to measure the participants' perceptions. The results showed that the researchers noticed positive perceptions from both teachers and students toward incorporating podcasts in the EFL classroom. Moreover, teachers viewed the podcasts as an efficient and useful tool for developing students' skills, as well as their creative and critical thinking methods.

Deda (2023) explored how English language teachers' perspectives on using podcasting in teaching and learning the English language. Therefore, the study aimed to investigate and assess podcasts from the English language teachers' perspectives to maximize the podcasts' possibility as teaching materials. The participants consisted of 71 primary EFL teachers. The descriptive method was used in the study. Two instruments were used to achieve the purpose of the study, the first one was observation. It aimed to observe the attitudes and views of English language teachers. The second instrument was a questionnaire to investigate teachers' individual experience with podcasts. The study's conclusion revealed that all teachers shared positive perspectives and favorable ideas toward using podcasts in their teaching.

Concluding Remarks

The review of the related literature above confirmed the importance and the effectiveness the podcast as a tool for improving students' language skills. The results of the previous studies were positive about using podcasts in developing English language skills and areas for students at each level, from the first grade to tenth level. However, there has not been much discussion in the literature about how the podcast application affected the elementary level school students' skills and areas. The current study was different from other studies in terms of the methodology and the sample on which it was conducted. This study used a descriptive method based on a questionnaire as an instrument. The instrument was comprehensible for all English language skills and areas. The sample that participated in this study was teachers from the Northwest Badia Directorate of

Education in Mafraq/Jordan. The teachers were teaching in public schools, and they were teaching the basic stage students from first grade to tenth grade. The study sought to measure the teachers' perspectives on the role of the podcast in developing students' English language skills and areas.

Method

Population and Sample of the Study

The population of the study consisted of 310 English language teachers (male and female) who teach English language for the basic stage in the public schools in Northwest Badia Directorate of Education during the second semester of the academic year 2023/2024 in Mafraq/Jordan. The sample of the participants consisted of 103 male/female English language teachers for the basic stage, and they were chosen purposefully.

Table 1: The Distribution of the Population and Sample of the Study

Source	Number	Gender		Percentage
		Male	Female	
Population	310	190	120	100%
Sample	103	64	39	33.2%

Design of the Study

The quantitative descriptive method was utilized in the study. It is based on investigating English language teachers' perspectives on the role of using the podcast in teaching English language skills and areas. The questionnaire items were answered by the teachers. A questionnaire was used to measure the role of using the podcast in developing students' English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar, and pronunciation) from the English language teachers' perspectives. The researchers prepared hard copies and distributed them to English language teachers to familiarize them with the questionnaire. Later, they responded to the electronic copy of the questionnaire.

Instrument of the Study

The questionnaire was the tool of this study. It was used by the researchers to measure the role of using the podcast in developing students' English language skills and areas in the basic stage from English language teachers' perspectives (attitudes) in the Northwest Badia Directorate of Education in Mafraq. It was developed by the researchers based on previous studies to be suitable for English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation). The items of the questionnaire were 70 for all four skills (listening, speaking, reading, and writing) and the areas (vocabulary, grammar and pronunciation), including 10 items for each skill or area (see Appendix A).

The survey questions were about teachers' perspectives toward using the podcast application in developing their students' skills and areas in English language. The questionnaire items were based on the five-point Likert scale, namely strongly agree (5), agree (4), not sure (3), disagree (2), and strongly disagree (1). The agreement's degree for each item was determined by dividing the higher limit (5) by the lower limit (1), therefore the correlation of each of the three degrees was 1.33. There were three degrees as follows: Low = 1 – 2.33, Moderate = 2.34 – 3.66, and High = 3.67 – 5.

Validity and Reliability of the Instrument

The instrument of the study was designed by the researchers to investigate the role of using the podcast in developing students' English language skills and areas from English language teachers' perspectives in Northwest Badia in Mafraq. A jury of twelve university academics who are specialists in the English language and English language teaching, one supervisor and two English language teachers validated the instrument of the study. They examined the study instrument to confirm its organization, accuracy, clarity, and suitability for the goals of the study. They suggested correcting some mistakes, adding more items, deleting some items, including new words and improved sentences. Their suggestions and comments were considered by the researchers. To ensure the reliability of the questionnaire, the alpha value should range between 0.70 and 0.95. Therefore, to determine if the items of the questionnaire are reliable, connected and stable, the reliability of

questionnaire was rated by using “Alpha Reliability Coefficient”. The correlations between the total mean and items were 0.90 for skills, and 0.90 for areas, which showed that the instrument was reliable as clarified in the tables below.

Instructional Program

The podcast online or offline mode's major objective is to enable students to learn at their own pace without following a schedule or curriculum. It provides topics related to real life context such as hobbies, discovery, sports, health, culture, news, and history in which the podcast might present a pleasant environment for the learning process. With the use of the podcast, teachers encouraged creative thinking, collaboration, self-reflection, and differentiated learning that is specific to the requirements of each learner.

Procedures of the Study

This study was performed during the second semester of the academic year 2023/2024. The following procedures were followed after the researchers had gotten the approval of Northwest Badia Directorate of Education in Mafrq and Al al-Bayt University to conduct the study. They include the following:

- 1- English language teachers were selected purposefully in the Northwest Badia Directorate of Education in Mafrq as the sample of the study by the researchers.
- 2- The researchers distributed a paper copy of the questionnaire to teachers, and they went over the items in order to familiarize themselves with them. Later, the researchers sent the link of the electronic questionnaire to English language teachers through social media such as WhatsApp, Facebook and Telegram, who then used the podcast for teaching English language skills and areas.
- 3- The results of the questionnaire were collected and given to a statistician for analysis.

Statistical Analysis

In order to answer to the questions and achieve the objectives of the study, the data were analyzed using the Statistical Package for Social Science (SPSS). The five-point Likert scale, means, and standard deviations were used to

analyze the study instrument across all items for English language skills and areas. Moreover, one-way ANOVA for language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation) was used to find if there were any statistically significant differences in these means related to teachers' perspectives on using the podcast in teaching English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar, and pronunciation) to their students.

Findings

The first question was “What were the teachers’ perspectives on using the podcast in developing the students' English language skills (listening, speaking, reading, and writing) for the basic stage students in the Northwest Badia Directorate of Education in Mafrq?” To answer this question, means and standard deviations related to the items of the teachers’ perspectives on using the podcast in developing the students' English language skills (listening, speaking, reading, and writing) in Mafrq were calculated as illustrated in Table 2.

Table 2: Results of One-way ANOVA of English Language Teachers’ Perspectives on Using the Podcast in Developing English Language Skills (Listening, Speaking, Reading, and Writing)

Rank	No.	Skill	Mean*	SD	Df	Mean Square	F	Sig.*
1	1	Listening	3.99	.626	3	.503	1.388	.246
2	2	Speaking	3.95	.617	408	.362		
3	3	Reading	3.93	.575	411			
4	4	Writing	3.83	.588				
Total			3.92	.603				

*Mean out of 5

Table 2 showed that “Listening” obtained the highest mean (3.99), while “Writing” ranked last with a mean of 3.83. The table also revealed that the total mean was 3.92. The table showed a slight variance in students' means of English language skills attributable to the podcast in developing English language. One-

way ANOVA was used to determine if there were statistically significant differences in these means. The table demonstrates that there were no statistically significant variations in the means of English language skills at $P = 0.05$. Means and standard deviation of each item in each skill were calculated as shown in the following tables.

1- Developing Listening

To investigate the English language teachers' perspectives on using the podcast in developing the listening skill, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in Table 3.

Table 3: Means and Standard Deviations of the English Language Teachers' Perspectives on Using the Podcast in Developing the Listening Skill

Rank	No.	Items The teacher used the podcast to do the following in the listening activities:	Mean*	SD	Degree
1	1	Developing students' listening comprehension.	4.16	.777	High
2	2	Helping students memorize information while listening.	4.14	.805	High
3	7	Achieving the learning objectives of the listening activities.	4.03	.868	High
4	9	Helping students in learning unfamiliar words from context while listening.	4.01	.747	High
5	8	Enhancing students' motivation to acquire the listening skill.	3.98	.792	High
5	5	Giving students the choice to organize their thoughts and events as they listen	3.98	.804	High
7	4	Inspiring students to interest in listening.	3.97	.822	High
8	3	Improving students' listening skills.	3.96	.779	High
9	10	Encouraging extensive listening in learning language.	3.86	.805	High
10	6	Helping students in developing their listening comprehension in the test.	3.85	.944	High
Total Mean			3.99	.626	High

*Mean out of 5

Table 3 showed that item 1 “Developing students’ listening comprehension” received the highest mean (4.16), while item 6 “Helping students in developing their listening comprehension in the test” ranked last with a mean of 3.85. The table also showed that the total mean of all items in the listening skill was 3.99.

2- Developing Speaking

To investigate the English language teachers’ perspectives on using the podcast in developing the speaking skill, means and standard deviations of the English language teachers’ responses to the questionnaire items were calculated as illustrated in Table 4.

Table 4: Means and Standard Deviations of the English Language Teachers’ Perspectives on Using the Podcast in Developing the Speaking Skill

Rank	No	Items The teacher used the podcast to do the following in the speaking activities:	Mean*	SD	Degree
1	1	Enhancing students' fluency in speaking.	4.16	.764	High
2	3	Communicating with others interactively and effectively.	4.13	.848	High
3	2	Learning speaking at any time from any place.	4.11	.779	High
4	4	Speaking smoothly without hesitation.	3.96	.827	High
5	7	Helping students to produce sentences with correct grammar.	3.92	.904	High
6	6	Assisting students in improving their oral performance in the speaking tests.	3.90	.891	High
7	5	Raising students' motivation to acquire the speaking skill.	3.88	.844	High
8	9	Pronouncing sentences correctly while speaking.	3.85	.746	High
9	10	Achieving the learning objectives of the speaking activities.	3.82	.905	High
10	8	Helping students to use new vocabulary correctly while speaking.	3.74	.874	High
Total Mean			3.95	.617	High

*Mean out of 5

Table 7 showed that item 1 “Enhancing students' fluency in speaking” received the highest mean (4.16), while item 8 “Helping students to use new vocabulary

correctly while speaking” ranked last with a mean of 3.74. This table also showed that the speaking mean as a whole was 3.95.

3- Developing Reading

To investigate the English language teachers’ perspectives on using the podcast in developing the reading skill, means and standard deviations of the English language teachers’ responses to the questionnaire items were calculated as illustrated in the subheadings below.

Table 5: Means and Standard Deviations of the English Language Teachers’ Perspectives on Using the Podcast in Developing the Reading Skill

Rank	No	Items The teacher used the podcast to do the following in the reading activities:	Mean*	SD	Degree
1	2	Assisting students to improve their reading performance in the test.	4.10	.811	High
2	1	Guessing the meanings of words from context while reading text.	4.08	.837	High
3	3	Improving the efficiency of students’ imagination.	4.02	.816	High
4	4	Enhancing students' motivation to learn the reading skill.	3.94	.826	High
5	8	Summarizing the main ideas and drawing conclusion of the reading text.	3.93	.855	High
6	6	Learning reading at any time from any place.	3.90	.811	High
7	7	Achieving the learning objectives of the reading lesson.	3.89	.896	High
8	5	Helping students in presenting their ideas confidently and clearly in groups after reading texts.	3.87	.871	High
9	9	Assisting students in reading the text in a relaxed atmosphere.	3.83	.853	High
10	10	Improving students' self-learning skills while reading.	3.71	.893	High
Total Mean			3.93	.575	High

*Mean out of 5

Table 5 showed that item 2 “Assisting students to improve their reading performance in the test” received the highest mean (4.10), while item 10 “Improving students' self-learning skills while reading” ranked last with a mean of 3.71. The table

also showed that the total mean for the reading skill as a whole was 3.93.

4- Developing Writing

To investigate the English language teachers' perspectives on using the podcast in developing the writing skill, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in the table below.

Table 6: Means and Standard Deviations of the English Language Teachers' Perspectives on Using the Podcast in Developing the Writing Skill

Rank	No.	Items The teacher used the podcast to do the following in the writing activities:	Mean*	SD	Degree
1	3	Improving students' imagination while writing.	4.00	.804	High
2	7	Achieving the learning objectives of the writing activity.	3.98	.885	High
3	5	Using punctuation marks correctly.	3.97	.834	High
4	4	Enhancing students' capacity to write correct sentences grammatically.	3.95	.797	High
5	6	Assisting students in improving their performance in the writing test.	3.92	.776	High
6	1	Writing short, simple texts with specific functions.	3.91	.793	High
6	2	Helping students in improving writing texts.	3.91	.793	High
8	9	Assisting students write texts in a relaxed atmosphere.	3.55	.967	Moderate
9	8	Organizing ideas coherently while writing.	3.54	.802	Moderate
10	10	Learning writing at any time from any place.	3.50	.791	Moderate
Total Mean			3.83	.588	High

*Mean out of 5

Table 6 showed that item 3 "Improving students' imagination while writing" received the highest mean (4.00), while item10 "Learning writing at any time from any place" ranked last with a mean of 3.50. The table also showed that the writing mean as a whole was 3.83.

The second question was "What were the teachers' perspectives on using the podcast in developing the students' English language areas (vocabulary, grammar and pronunciation) for the basic stage students in the Northwest Badia Directorate

of Education in Mafrag?”. To answer the question, means and standard deviations of the teachers’ perspectives on using the podcast in developing the students’ English language areas (vocabulary, grammar and pronunciation) in Mafrag were computed as presented in Table 7.

Table 7: Results of One-way ANOVA of English Language Teachers’ Deviations of the English language Teachers’ Perspectives on Using the Podcast in Developing English Language Areas (Vocabulary, Grammar, and Pronunciation)

Rank	No.	Domain	Mean*	SD	Df	F	Sig.*
1	3	Pronunciation	4.00	.547	2	.727	.484
2	1	Vocabulary	3.94	.501	2		
3	2	Grammar	3.91	.635	2		
Language Areas			3.95	.563			

*Mean out of 5

Table 7 displayed “Pronunciation” as having received the highest mean (4.00), while “Grammar” ranked the lowest mean of 3.91. The table also showed that the total mean was 3.95. The results showed a slight variance in students’ means of English areas attributable to application of the podcast in developing English language. One-way ANOVA was used to determine if there were statistically significant differences in these means and the findings were displayed. The table showed that there were no statistically significant variations in the means of English language areas at $P = 0.05$. Means and standard deviation of each item in each area was calculated as shown in the following tables.

1- Developing Vocabulary

To investigate the English language teachers’ perspectives on using the podcast in developing vocabulary, means and standard deviations of the English language teachers’ responses to the questionnaire items were calculated as illustrated in Table 8.

Table 8: Means and Standard Deviations of the English Language Teachers' Perspectives on Using the Podcast in Developing Vocabulary

Rank	No.	Items The teacher used the podcast to do the following in the vocabulary activities:	Mean*	SD	Degree
1	1	Assisting students in identifying words based on context or voice tone.	4.13	.750	High
2	2	Helping students define words that they have not come across before.	4.06	.802	High
3	8	Helping students in using unfamiliar words effectively in the vocabulary activity.	3.99	.846	High
4	5	Using correct derivations of a word.	3.96	.766	High
5	3	Using collocations of words appropriately.	3.94	.765	High
6	4	Helping students understand the intended meaning of vocabulary (connotation).	3.93	.770	High
6	10	Assisting students in learning vocabulary in a relaxed atmosphere.	3.93	.795	High
8	9	Achieving the learning objectives of the vocabulary lesson	3.84	.849	High
9	6	Assisting students in improving their performance in the vocabulary achievement test	3.82	.738	High
10	7	Learning vocabulary at any time from any place.	3.80	.809	High
Total Mean			3.94	.501	High

*Mean out of 5

Table 8 displayed that item 1 “Assisting students in identifying words based on context or voice tone” received the highest mean (4.13). While item 7 “Learning vocabulary at any time from any place” ranked last with a mean of 3.80. The table also showed that the total mean for vocabulary as a whole was 3.94.

2- Developing Grammar

To investigate the English language teachers' perspectives on using the podcast in developing grammar, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in the subheadings below.

Table 9: Means and Standard Deviations of the English Language Teachers' Perspectives on Using the Podcast in Developing Grammar

Rank	No.	Items The teacher used the podcast to do the following in the grammar activities:	Mean*	SD	Degree
1	1	Enhancing students' capacity in using parts of speech.	3.96	.779	High
1	8	Allowing students to correct structures in sentences and phrases.	3.96	.803	High
3	7	Achieving the learning objectives of the grammar activities.	3.95	.784	High
4	6	Learning grammar at any time from any place.	3.92	.776	High
4	2	Assisting students in differentiating between tenses.	3.92	.737	High
6	5	Enabling students in using the prepositions and conjunctions correctly.	3.89	.862	High
6	3	Allowing students in using comparative and superlative adjective degrees in their sentences.	3.89	.779	High
8	10	Correcting grammatical mistakes in texts.	3.87	.750	High
9	9	Helping students in converting sentences or phrases from one form to another.	3.85	.797	High
10	4	Allowing students in writing well- structured, full sentences.	3.84	.894	High
Total Mean			3.91	.635	High

*Mean out of 5

Table 9 displayed item 1 "Enhancing students' capacity in using parts of speech" and item 8 "Allowing students to correct structures in sentences and phrases" as having received the highest mean (3.96). While item 4 "Allowing students in writing well- structured, full sentences" ranked last with a mean of 3.84. The table also showed that the total mean for grammar as a whole was 3.91.

3- Developing Pronunciation

To investigate the English language teachers' perspectives on using the podcast in developing pronunciation, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in Table 10.

Table 10: Means and Standard Deviations of the English Language Teachers' Perspectives on Using the Podcast in Developing Pronunciation

Rank	No.	Items The teacher used the podcast to do the following in the pronunciation activities:	Mean*	Std. Deviation	Degree
1	2	Enhancing students' pronunciation of sentences accurately.	4.33	.648	High
2	3	Increasing students' ability to pronounce the vocabularies in front of people without fear.	4.29	.723	High
3	1	Helping students pronounce phrases and words correctly.	4.19	.672	High
4	5	Helping students distinguish between short and long vowels.	4.06	.739	High
5	7	Achieving the learning objectives of the pronunciation activities.	4.00	.728	High
6	10	Helping students in using word stress correctly.	3.90	.786	High
7	6	Assisting students in improving their performance in the pronunciation test.	3.89	.791	High
8	8	Understanding different English accents by students.	3.88	.676	High
9	9	Pronouncing English words with proper intonation.	3.85	.821	High
10	4	Learning pronunciation at any time from any place.	3.60	.758	Moderate
Total Mean			4.00	.547	High

*Mean out of 5

Table 10 showed that item 2 "Enhancing students' pronunciation of sentences accurately" received the highest mean (4.33), while item 4 "Learning pronunciation at any time from any place" ranked last with a mean of 3.60. The table also showed that the total mean for pronunciation as a whole was 4.00.

Discussion

The first question of the current study aimed to examine teachers' perspectives on the podcast in developing English language skills (listening, speaking, reading, and writing) for basic stage students in the Northwest Badia Directorate of

Education in Mafraq. To answer this question, the means and standard deviations of the podcast for developing English language skills (listening, speaking, reading, and writing) in the Northwest Badia Directorate of Education in Mafraq were computed. The findings of the first question showed that teachers had positive perspectives on using the podcast in developing students' language skills (listening, speaking, reading, and writing) in total of 3.92, as the mean squares ranged between 3.83-3.99. The findings revealed that there were no statistically significant differences at $P = 0.05$ between the means of teachers' perspectives on using the podcast to develop English language skills.

Obviously, that may be explained by the fact that teachers are actively using the podcast to develop English language skills. These findings may be attributed to the fact that using the podcast is beneficial according to the teachers' perspectives because it could help students acquire English language skills efficiently. Using the podcast may also encourage students to use it to learn English language skills in a relaxed atmosphere. In addition to attracting their attention, English language teachers describe how they noticed an increase of their students' engagement and motivation merely by using the podcast.

In the listening skill, the podcast developed students' listening comprehension. In addition, it helped students to memorize information while listening. Furthermore, it achieved the learning objectives of the listening activities. Further still, it helped students in learning unfamiliar words from context while listening. Moreover, it enhanced students' motivation to acquire the listening skill and gave them the choice to organize their thoughts and events as they listened. Additionally, it inspired students to develop an interest in listening. It also improved students' listening skills and encouraged extensive listening in language learning. Finally, it helped students in developing their listening comprehension in the test.

In the speaking skill, the podcast enhanced students' fluency in speaking. In addition to this, using this application helped students in communicating with others interactively and effectively. After using the podcast, students could learn speaking at any time from any place and speak smoothly without hesitation. It also helped students to produce sentences with correct grammar. Furthermore, it assisted students in improving their oral performance in the speaking tests, and it raised

students' motivation to acquire the speaking skill. Further, it helped students pronouncing sentences correctly while speaking. Finally, using the podcast achieved the learning objectives of the speaking activities and helped students to use new vocabulary correctly while speaking.

In the reading skill, the podcast assisted students in improving their reading performance in the test. Furthermore, it helped students in guessing the meanings of words from context while reading text and improved the efficiency of the students' imagination. In addition, it enhanced students' motivation to learn the reading skill. Further, using this resource helped students in summarizing the main ideas and drawing their own conclusions of the reading text. Moreover, it helped students to learn reading at any time from any place. The podcast also helped students in achieving the learning objectives of the reading lesson. Additionally, it helped students in presenting their ideas confidently and clearly in groups after reading texts. Finally, it assisted students in reading the text in a relaxed atmosphere and improved their self-learning skills while reading.

In the writing skill, the podcast improved students' imagination while writing. As well, it helped students in achieving the learning objectives of the writing activity. Moreover, it helped students in using punctuation marks correctly and enhanced students' capacity to write grammatically correct sentences. Additionally, it improved their performance in the writing test and assisted students in writing short, simple texts with specific functions. Furthermore, it assisted students in writing texts in a relaxed atmosphere and therefore helped them in organizing ideas coherently while writing. Finally, it helped students in learning writing at any time from any place.

The findings are also in line with Ramli and Kurniawan (2017) that teachers' perspectives on using podcasts were positive which helped teachers and students to advance their knowledge and improve their listening and speaking skills for learning. The current findings of the study agree with Labidi and Nassim (2019) that teachers' perspectives on using podcasts in their classrooms were interesting and inspiring in terms of the learning engagement and developing students' skills. This also conforms to the conclusion of Deda (2023) who demonstrated that English language teachers shared positive perspectives and good ideas on using podcasts in classroom to teach EFL students.

In addition, the results of this study agree with Sotlikova and Haerazi (2023) that teachers' opinions were positive toward using the podcasts as an efficient and useful tool for developing students' language skills. The findings of this study are in line with Lindgren (2022) who indicated that English teachers had generally favorable perspectives on using podcasts, and they indicated that the podcast is an efficient tool to improve English language skills (listening, speaking, reading, and writing).

The second question aimed to investigate teachers' perspectives on the podcast in developing English language areas (vocabulary, grammar and pronunciation) for basic stage students in the Northwest Badia Directorate of Education in Mafraq. To answer this question, means and standard deviations of the podcast in developing English language areas (vocabulary, grammar and pronunciation) in the Northwest Badia Directorate of Education in Mafraq were calculated. The findings related to the second question showed that teachers had positive perspectives on using the podcast in developing students' language areas (vocabulary, grammar and pronunciation) in total of 3.95, as the mean squares ranged between 3.91- 4.00. The findings revealed that there were no statistically significant differences at $P = 0.05$ between the means of English language teachers' perspectives on using the podcast in teaching English language areas (vocabulary, grammar and pronunciation).

In vocabulary, the podcast assisted students in identifying words based on context or voice tone. Moreover, it helped students in defining words that they have not come across before. The findings also revealed that the podcast application helped students in using unfamiliar words effectively in the vocabulary activity. It assisted students in using correct derivations of a word, using collocations of words appropriately, and understanding the intended meaning of vocabulary (connotation). In addition, it helped students in learning vocabulary in a relaxed atmosphere. Furthermore, it assisted students in achieving the learning objectives of the vocabulary lesson and improved their performance in the vocabulary achievement test. Finally, the podcast allowed learning vocabulary at any time from any place

In grammar, the podcast enhanced students' capacity in using parts of speech. The findings revealed that using the podcast allowed students to correct structures in sentences and phrases and achieved the learning objectives of the

grammar activities. Further, using the podcast helped students in learning grammar at any time from any place. Moreover, it assisted students in differentiating between tenses. Furthermore, it enabled students to use the prepositions and conjunctions correctly. It also allowed students in using the comparative and superlative adjective degrees in their sentences and helped them in correcting grammatical mistakes in texts. After using the podcast, students could convert sentences or phrases from one form to another. Finally, it aided students in writing well-structured, full sentences.

In pronunciation, the podcast enhanced students' pronunciation of sentences accurately. Therefore, it increased their ability to pronounce the vocabularies in front of people without fear. Moreover, it helped students pronounce phrases and words correctly. Additionally, using the podcast helped students distinguish between short and long vowels. The findings also revealed that the podcast assisted students in achieving the learning objectives of the pronunciation activities. In addition, it helped students to use word stress correctly. The findings further revealed that using the podcast helped students in improving their performance in the pronunciation test. After using the podcast, students could understand different English accents and pronounce English words with proper intonation. Finally, it helped students in learning pronunciation at any time from any place.

The results of this study are in harmony with Chaikovska (2020) who indicated that teachers have a positive view on the use of podcasts to design high-quality podcasts in a foreign language in teaching English as a foreign language to improve grammar skills. These findings are in agreement with Kafes and Caner (2020) that podcasting greatly liberated teachers from the classroom's limitations, and enabled them to teach pronunciation at any time from any place. The findings of this study match with Rahayuningsih et al. (2021) whose study showed that teachers found that using the podcasts improved students' abilities in English language areas such as identifying new vocabularies. These findings are in line with Meghriche and Djezari (2022) who revealed that teachers' and students' perspectives on using podcasts to enhancing the vocabulary acquisition were positive. Additionally, teachers found that utilizing the podcast is beneficial inside and outside the classroom.

Conclusions

The findings showed that teachers had positive perspectives on using the podcast in developing students' English language skills and areas. The main findings of this study revealed that there were no statistically significant differences at $P = 0.05$ between the means of English language teachers' perspectives on using the podcast in teaching English language skills. There were no statistically significant differences at $P = 0.05$ between the means of English language teachers' perspectives on using the podcast in teaching English language areas, which showed a highly positive role in using the podcast in developing students' English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation) from the teachers' perspectives. Therefore, English language teachers have guided students in applying the latest versions of podcast for the purposes of learning English. This has made the students aware of the benefits and the progression they have made through the podcast and has significantly improved their English speaking skills.

Based on the findings of this study, the teachers who have taken part in this study found that using the podcast is a useful and efficient tool which facilitates EFL teaching. Moreover, students were optimistic about the podcast as a helpful tool because it boosted their motivation and confidence in learning English. Consequently, their levels of anxiety about making mistakes decreased which was reflected in the students' academic achievements and it provided the opportunity for further language learning.

The study further found that the results of the study had an important role in teaching English in Jordan. The English podcast has allowed Jordanian English language teachers to create new classroom assignments and activities. In this way, English language teachers become mere facilitators. They feel enthusiastic and have positive perspectives on teaching with English podcast. It can be concluded that using the podcast is a contemporary tool for teaching English for Jordanian English teachers. While using the podcast, teachers find the podcast beneficial and interesting for teaching and learning English.

Jordanian English language teachers should incorporate the podcast as an aid to the traditional method of teaching English. The Ministry of Education should

invite English language teachers and curricula designers to join specialized workshops to better explore the benefits of using the podcast as a teaching tool. Students should be exposed to the experience of using the podcast lessons to develop their English to better utilize this technology as an educational tool. Curricula designers should update English language curricula in a way that supports ideas such as podcast and demonstrates their value in developing students' skills and areas in Jordanian English classrooms. Researchers should conduct further studies to explore the role of podcast use in English language teaching at different levels such as high school students to examine teachers' perspectives in order to gain additional insights into the role of the podcast in teaching English language skills and areas.

The participants in this study were male/female teachers of English language. They used the podcast in teaching the English language. The study was carried out in the Northwest Badia Directorate of Education at public schools in Mafraq. The application of the current study lasted during the second semester of the academic year 2023/2024. The method of teaching used by the basic English language teachers was limited to using the podcast. The sample teachers would have used the podcast for one semester prior to this study. Topics were limited to studying English language skills (listening, speaking, reading, and writing), and English language areas (vocabulary, grammar, and pronunciation). This study was limited to investigating the role of using the podcast for developing students' English language skills and areas from the English language teachers' perspectives.

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