

Podcasts for Authentic English Learning: EFL Sophomores' Perspectives

Mounia Nedjari¹

Department of English, Faculty of Foreign Languages,

University of Oran2, Algeria

nedjari.mounia@univ-oran2.dz

Received: 21/09/2024, **Accepted:** 20/10/2025, **Published:** 27/12/2025

ABSTRACT: *Through Internet widespread, the way to e-learning delivery was successfully snacked. Audio podcasts therefore, intensively scaffold English learning and acquisition. Particularly, listening and speaking that are strongly tied and have a hand in glove relationship, are widely boosted through audio podcasts. In the Algerian Higher Educational setting where e learning became a sine-qua-non, podcasts are still narrowly used for English learning, which led to an urgent call for tackling a study in this research area. The study, hereby, tends to explore the extent to which, podcasts are beneficial for the enhancement of English listening and speaking for effective English language communication from a student perspective. For data compilation, a structured questionnaire was designed to a group of 60 students, who all had consensus that podcasts are a very useful means for English language learning expressing a deep willingness to learn through podcasts, as they confirmed the shortage of podcast employment for instruction from their teachers' parts. Data also unveiled some realities on other podcast issues. Remarkably, in countries that suffer from a weak flow of internet, and Algeria is no exception, digital learning in general and podcasts in particular could not be successfully processed, the fact that all participants to our study agreed on, which raised the alarm for further research to demystify the factors covering this fact, and explore the reasons that hinder a regular and fruitful use of podcasts in the Algerian instructional area not only from a bottom up perspective, but a bottom down one as well.*

KEYWORDS: Effective communication, E-learning, English language, Higher education, ICTs, Podcast.

المخلص: من خلال انتشار الإنترنت على نطاق واسع، تم إتقان طريقة تقديم التعلم الإلكتروني بنجاح. لذلك، تعمل ملفات البث الصوتي على دعم تعلم اللغة الإنجليزية واكتسابها بشكل مكثف. على وجه الخصوص، يتم تعزيز الاستماع والتحدث المرتبطين بقوة من خلال ملفات البث الصوتي. في بيئة التعليم العالي الجزائرية حيث أصبح التعلم الإلكتروني شرطاً أساسياً، لا تزال ملفات البث الصوتي تستخدم بشكل ضيق لتعلم اللغة الإنجليزية، مما أدى إلى دعوة عاجلة لإجراء دراسة في مجال البحث هذا. تهدف الدراسة، بموجب هذا، إلى استكشاف مدى فائدة ملفات البث الصوتي في تعزيز الاستماع والتحدث باللغة الإنجليزية للتواصل الفعال باللغة الإنجليزية من منظور الطالب. لتجميع البيانات، تم تصميم استبيان منظم لمجموعة من 60 طالباً، أجمعوا جميعاً على أن ملفات البث الصوتي هي وسيلة مفيدة للغاية لتعلم اللغة الإنجليزية معربين عن استعدادهم العميق للتعلم من خلال ملفات البث الصوتي، حيث أكدوا على نقص توظيف ملفات البث الصوتي للتدريس من جانب معلميه. كشفت البيانات أيضاً عن بعض الحقائق حول قضايا أخرى تتعلق بملفات البث الصوتي. ومن اللافت للنظر أنه في البلدان التي تعاني من ضعف تدفق الإنترنت، والجزائر ليست استثناء، لم يكن من الممكن معالجة التعلم الرقمي بشكل عام والبودكاست بشكل خاص بنجاح، وهي الحقيقة التي اتفق عليها جميع المشاركون في دراستنا، مما أثار ناقوس الخطر لمزيد من البحث لإزالة الغموض عن العوامل التي تغطي هذه الحقيقة، واستكشاف الأسباب التي تعيق الاستخدام المنتظم والمثمر للبودكاست في المجال التعليمي الجزائري.

الكلمات المفتاحية: البودكاست، التعلم الإلكتروني، التعليم العالي، التواصل الفعال، تعلم اللغة، تكنولوجيا المعلومات والاتصالات.

1.Introduction

Arguably, technology is crucial to education. It is now an essential component of it. It serves as a trustworthy resource for educators and students alike as it facilitates and improves the effectiveness of the teaching and learning processes. While students find it useful for their studies, research, and enhancement of their English language abilities, teachers use it to present content more effectively and to facilitate communication and collaboration with their students and other teachers through online forums. Online resources like web blogs, social media, and podcasts are used to achieve all of these benefits.

Podcast-based learning in the English department of Oran 2 is still doomed under the prominence of traditional learning methods for language communication, and opportunities for the best mastery of its skills through audio podcasts are lost. That is weaving the following problematic,

- To what extent are EFL homophone students familiar with the audio podcast as an e-learning device?

To lead the study, the following research questions are worth asking,

1. How do learners perceive pre-and post-implementation podcast tasks for English learning?
2. What probable challenges sophomore students are likely to face in podcast-based learning?

The study aims at investigating perceptions of sophomore students, unveiling challenges, difficulties, and oddities for English performance. Spotting light on what has said, the importance of the investigation became obvious. It intends to call into question the implementation of podcasts for English e-learning, raising the attention of all those bottom up and bottom down concerned for bringing about a clinical integration of audio podcasts into university English learning in Algeria.

The targeted category of participants are students belonging to the faculty of letters and foreign languages at the English department of Oran 2 university. As the word we used to refer to the category of informants is not widely used in the educational ground, the researcher felt the need to specify a short passage to dealing with a brief definition of it. Sokolowski (2018) declared that the term sophomore is originally Greek, referring to a blend of two words 'sophos' and 'moros', to mean a wise fool. Educationally speaking, the term sophomores became workable to address a group of students, and in this investigation, second year LMD EFL learners are the addressed population.

2.Literature Review

The social constructivist theory on how students learn, which became governing the education systems of today all over the globe was highly stressed by outstanding figures in the instruction enterprise. This learning theory has by turn emphasized the design of an instructional content that tends to target learners in their proximal development zone out of school walls.

Among the mosaic range of ICT tools that promise the provision of genuine, and practical learning for students in a less daunting atmosphere is the podcast. The latter was proved to be an effective means for language learning mainly for harnessing the learners idle time for making the best use of it, as in the digital era, students keep, relentlessly, clung to their hand-held devices, laptops, and mainly smartphones (Lee & Chan, 2007).

2.1.Podcasting Defined

Needless to recall, today's instruction is immersed in a digital world that is providing constant access to a range of ICTs. Therefore, iTunes for e-learning became highly fashionable and diverse for information transmission in both interesting and amazing ways. The latter, that is learning through amusement was the foremost reason for podcast creation. In down to earth terms, podcasting, as word of the day, is the best ambassador for an interesting and amusing education.

The concept of podcasting is traced back to more than two decades ago, and has been gradually going through development since then. Originally, a podcast was the offspring of the traditional audio broadcast (Putman & Kingsley, 2009) for the purpose of digital show producing within higher education areas, granting the students by that rich opportunities to listening contents in time and place of their choice even at home and independently from the class schedule, in this context, Wyatt-Smith and Elkins (2008, p. 901) declared that, "the home has become a key site for learning". Hereby, what began an audio in a radio

style was, at a fast pace, developed into a digital piece offering both options audio and video along with the Internet tune RSS as an acronym to (Really Simple Syndication).

In its sense, the term podcast is a blend of the two terms “I Pad” (integrated programs for Aerospace vehicle design), a highly famous numerical player brand to “Apple”, and broadcasting although podcasting is different from broadcasting as it “is not simply a new way to distribute audio recordings; it is a form of expression, of interaction, of community building” to consider Geogehan and Klass (2005, p. 5) point of view. Podcasts offer students access to automatic download of new podcasts once listeners have subscribed to the feed source; in this vein, Peter Meng (2005, p.01) conceptualized podcasting as,

The process of capturing an audio event, song, speech, or mix of sounds and then posting that digital sound object to a Web site or ‘blog’ in a data structure called an RSS 2.0 envelope or “feed”.

For an atomic description of the podcast conception, many authors such as Abulencia (2006); Frydenberg (2006); and Kaplan & Leiserson (2005), to mention just a few, cited that podcasts are working for publication of audio-visual blogs on the internet store, via listening and watching that would probably lead to speaking production. Procedurally speaking, podcasts are in the form of either video stream, “PDF” files, or MP3, a researcher could electronically design for the purpose of effective English communication in a nutshell.

The second half of 2004 was the down of podcasts wide spread, mainly in the educational context, specifically for the language instruction enterprise, the podcast represented the utopia for teachers and learners alike. According to Kavaliauskiene (2008), this digital tool granted language instructors a rich teaching device and a strong pedagogical material, while Gromik (2008) believes that it, to a great extent, supports learners with authentic, rare, and free access resources to language communication sakes.

2.2.Podcasts for Effective Language E-Learning

Since technology paved the way to schools, podcasts were just breaking ground. That carried out a lot to do in podcast innovation business and attention of scholars, Flanagan and Calandra (2005); Campbell (2005); Meng (2005); Chan & Lee (2006); and Frydenberg (2006) whose writings were the most interesting for the researcher, became intensively directed towards it mainly for higher education.

Specifically, Deal (2007) mentioned that classification of educational podcasts falls into three categories, namely lecture webcasting, through which lectures should be recorded for online posting, podcasts for supplementary materials, where learners can be assigned afore resources and or extra tasks for their lecture preparation; while another category is prior to students production of their own podcasts, which confirm again the effectiveness of podcasts to serve teachers and their students at the same scale of benefit.

In the right of foreign language learning, and English, as our concern, in particular, a huge number of educationalists consider that podcasts are the fertile land for interaction, motivation, collaboration, and in most cases the acquisition of communication skills in a rich socio-constructivist and contextual field (Dervin, 2006). That is due to the fact that pronunciation in English is the trick of the trade that is proved to be hosting podcasts mainly for listening and speaking to achieve a perfect English communication. Lord (2008) as the best example to mention in this context, employed audio recordings as podcasting assignments to assess his students' achievements, mainly tongue-twisters, listeningcomprehension, and individual speaking answers to support students' phonemic improvement, and strengthen their English pronunciation.

Therefore, podcasts that are frequently sorted out in the form of audio-visual sources, containing vocal warm-up recordings, school play activities, and clinical feedback activities for instance, that all enliven autonomous of the students and encourage their self-learning monitoring,

that undoubtedly drop in the student's ability to perform and practice their aural language through comprehension and fore-mostly production.

In short, podcasts are small laboratories efficient communication as called by Sathe and Waltje(2008) in the field of language education enterprise, and English in particular.

2.2.1. Podcasts for Students Motivation

Arguably, bringing into the classroom multicultural and native shows and audios is the dogma that proved escaping the train-train of routine, which only generates a sort of boring content both teachers and students are living inside schools. The best word to host such a concept is authenticity, the word that is heavily considered in the education setting in general and language in particular. In exact words, authenticity is strongly tied to,

The focus of language teaching should be to provide children with authentic and relevant purposes for using language. Through meaningful interactions the (learners) will develop a control of language that is functional and purposeful in meeting their immediate and future needs (Derewianka, 1990, p. 51).

One of the most interesting investigations in the right of students' language learning was that conducted by Van Hees in (2007) to seek new innovative strategies for students' integration into effective English language discussions. The investigator, as a result, discovered that the learners are in real need of engagement opportunities. the words of Gilles Deleuze in this context, are found the best to convey this concept, when saying that, *"we learn nothing from those who say: 'Do as I do'. Our only teachers are those who tell us to 'do with me', and are able to emit signs to be developed in heterogeneity rather than propose gestures for us to reproduce"* (1994, p. 23).

In a nutshell, Van Hees clearly explained that students are all the time learning; they are similarly able to share knowledge, but a sense of audience is still lost (ibid). Podcasts then, realize authenticity through bringing into the class ground an audience to interact through.

2.2.2. Podcasts for Reconciling Challenges of the 21st Century Education

The globalization arena brought a massive evolution to different world issues. It intensively targeted social media invasion that created a kind of transparent social paradox, Hughes and Acedo (2016, p. 02) posited that,

The world today is one of VUCA, volatility, uncertainty, complexity and ambiguity. Society would appear unrecognizable (at least technically), and the intuitive response is that the education we are providing for young people should, therefore, change radically.

In the educational setting, as we are on the initial quarter of the 21st century threshold, the world is turning on to an arena of paradigm-shifting. Thoroughly, higher education, that should prepare a knowledgeable generation, is required to call into question the sought goal of instruction which seriously became challenging. Remarkably, that led to overflowing the inner circle of educational experts and content designers, mainly to technological dimensions for instructional sake (Shahin, 2009).

Lying on what is being said, scholars since then began stressing the challenges that could hamper education fruitfulness. Although John Dewey was the father founder of conceptualizing most of education principles (Dewey, reedited by Suzzallo, 2008), current scholars still count on Dewey's framework. However, Wyatt and Cumming (2009); then, Hughes and Acedo (2014; 2016), were outstanding figures who

concluded the axiom that education principles today represent real challenges for schooling.

Challenges to 21st century education are various, but the one to coin with more focus is that algorithms and programming as offspring signals of technology are beneficial for schooling as they are harming also. Admittedly, artificial intelligence which is a buzz term today, has a myriad of advantages, but can lead to the shrinking of human intelligence as well. It might challenge the learners' uniqueness and special qualities, to negatively impact their both social as well as cognitive skills. This equally shorten the students' creativity and innovation, that is a sine-qua-non for their personal and academic progress (Shahin, 2009).

In brief, problem-based learning and reasoning lay in the core of Hughes and Acedo (2016) view of stem learning, which is nesting in the cradle of technology. ICTs by that, are leading to an obvious miscarriage of the learning that should not be topic, but concept-oriented.

3. Research Methods and Materials

The researcher thought that addressing the students with a structured questionnaire for quantitative data compilation is a good choice for investigation, to find out the pitfalls that are likely to beset the process of podcast-based learning for English sophomores in the Algerian higher education.

- Results of the Students' Questionnaire

The learners' questionnaire is of an utmost importance for this study as likes and dislikes of learners in any educational ground can echo detailed facts, and provide a vivid image on the reality of the learning situation, to give impetus to quality education. In this survey, students are targeted to visualize their perceptions, familiarity with, attitudes, and eagerness towards learning English via podcasts, also to generate the maximum of facts about what oddities they are facing.

At the English department of Oran 2 university, the researcher opted to tackle the investigation with 100 students, only 60 of them

however, responded to the questionnaire, and the researcher could not coerce them all to do. Here is an interpretation of the results in the form of pie-carts, bar graphs, and tables.

- **Item one:** Are you male or female?

The following graph is seeking the students gender distribution, to see whether the latter affects impact the use of podcast-based learning.

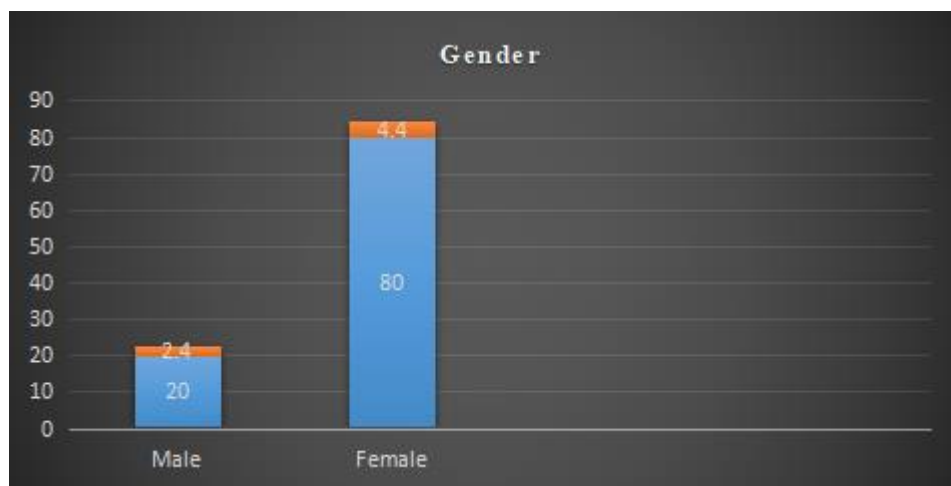


Figure.1. Gender Distribution of the students

As clearly seen, the graph unveiled the fact that the majority of the participants refer to the female category, while a small minority are male.

- **Item two:** Are you familiar with the use of podcasts for learning?

Responses from the informants to this question are demonstrated in a pie-chart that exposes the extent to which sophomores are familiar with educational podcasts.

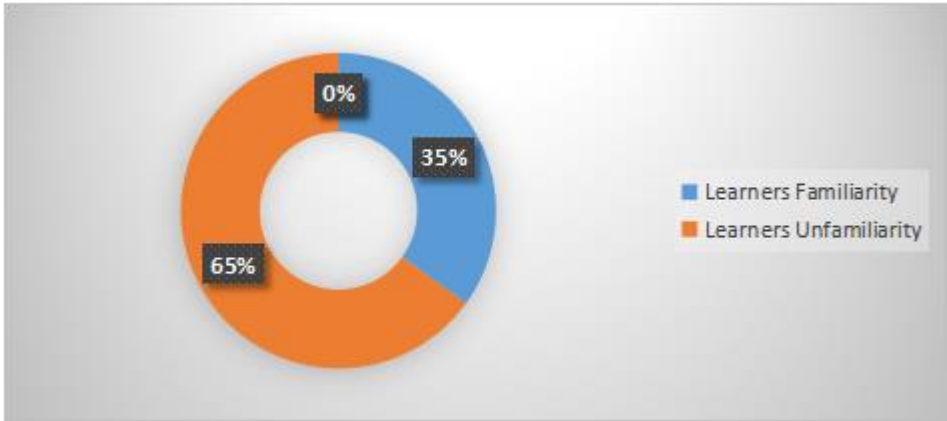


Figure.2.Learners' familiarity with podcast-based learning

Unfortunately, it can be noticed that a striking percentage of the participants (65%) clearly claimed their unfamiliarity with podcasts for English e-language learning, while (35%) of them expressed positive responses to that. They explained the probable reasons as in the results of the following items.

- **Item three:** Do you feel eager to use podcasts as an e-learning device?

The pie-chart here demonstrates the amount of sophomores' eagerness to deal with podcasts in English Language education.

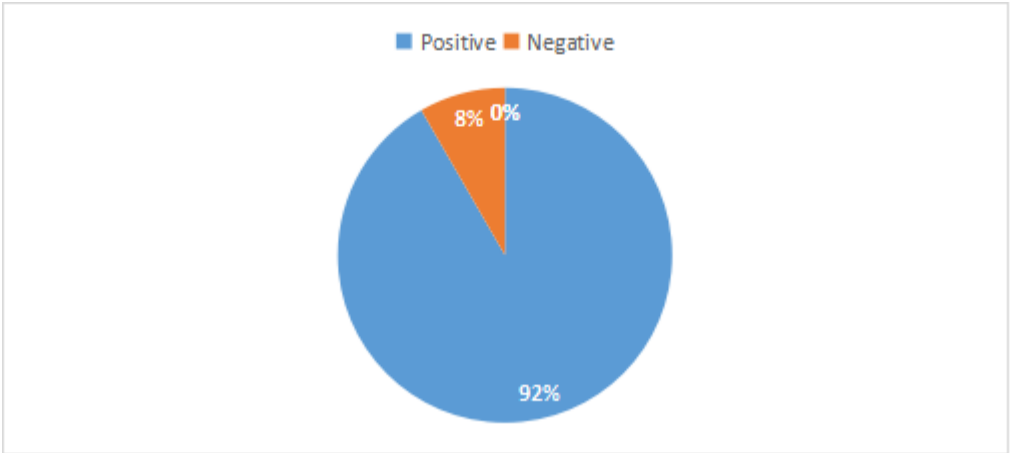


Figure.3. Learners eagerness for the use of podcasts

It is observable through the results that almost all participants (92%) declared their willingness to employ podcasts for English language learning.

- **Item four:** If no, because the podcast is,

Alternatives	Numbers	Rates
I prefer traditional methods for learning instead of the digital ones	05	8.33%
Podcasts are boring	01	01.6%
Not important enough in my classroom	17	28.33 %
I do not know how to manage the podcast for learning	06	10 %
The teacher doesn't help and guide us for the podcasts use	21	35 %
Internet issues	10	16.66%

Table.1.Reasons for the learners' demotivation in podcast-based learning

Data collection is a significant step in any scientific research. The chosen tool depends on the type of data that the research plans on gathering (qualitative-quantitative information). The author has to state the rationale purpose behind the selection of the instruments. The researcher has to include in the description, the timing for (observation-interviews, etc.), and the number of participants for (questionnaires). The author should mention the type of the chosen research instrument (structured, semi-structured, unstructured, etc.).

The participants were requested to justify their demotivation for dealing with podcasts for English learning. As the findings show in the table above, a huge number of them (35%) explained that the main cause in that was the teacher for not providing any kind of help. A percentage of (28.33%) considered that the podcast did not have any significance for learning in their classes. While, a group of (16.66%) referred their unwillingness for learning via podcasting to internet issues. (10%) of the students expressed their ignorance to podcast management for

instruction, whereas (08.33%) of them tied their lack of eagerness to the podcast-based learning to a range of oddities they face while dealing with podcasts, and they then, prefer traditional learning methods instead of the digital ones. While one lonely participant viewed that podcasts are boring.

- **Item five:** Do you think that the podcast is a useful device for English learning?

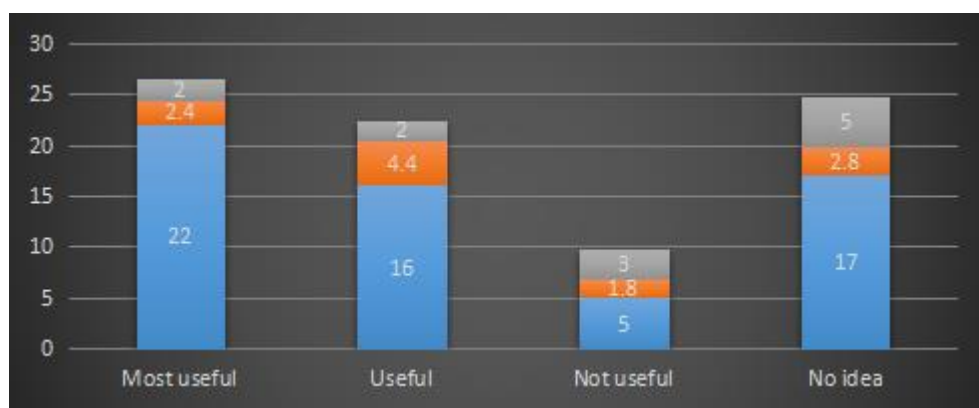


Figure.4. Podcasts usefulness for English e-learning

The results in the bar graph above clarify the extent to which podcasting reflects how well a student knows about the language, and how well he/she can do with the language. As expected by the researcher, the results indicated that a considerable number of students (17) had no idea about the usefulness of podcasts due to their unfamiliarity with it; (05 respondents) provided negative answers while there had been a split of the others between most useful and useful, believing that podcasts are effective for the provision of a clue to basic requirements mainly for the English learners' requirements.

- **Item six:** If yes, justify your answer.

Clearly, a considerable number (38) of the participants positively responding to the preceding question had to give a justification, they stated that being engaged with an audio mainly to native speakers allowed them to acquire a rich vocabulary about different subjects and

issues, providing a genuine context for careful listening to adjust their pronunciation and spelling alike. Moreover, almost all of them confirmed that the podcast required from them the dictionary use for checking words they ignore.

- **Item seven:** What types of podcasts you know about?

Through this question, the purpose is measuring the sophomores' knowledge about the various types of podcasts.

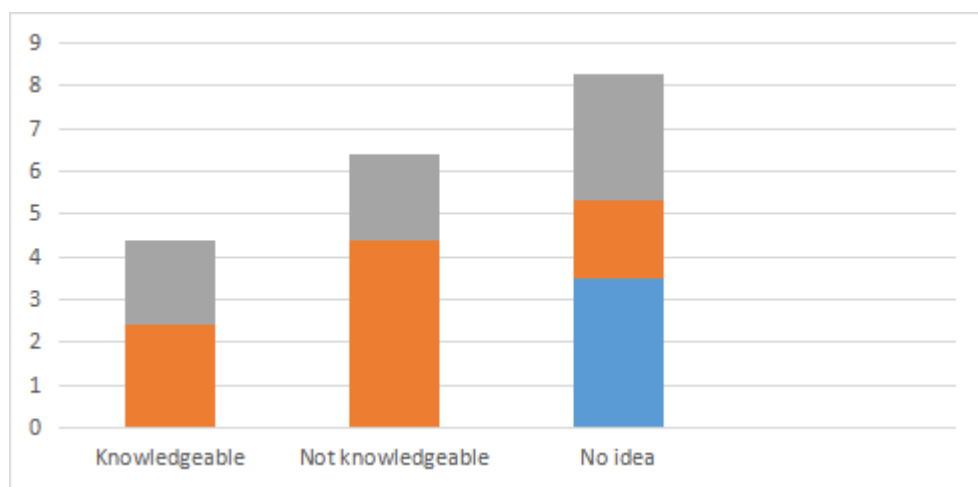


Figure.5.Sophomores' knowledge about the types of podcasts

The results revealed that the great majority of the informants (73.17%) gave no answer which also reveal their ignorance to our question, (19.51%) of them denied their knowledge about the types of podcasts for learning. Whereas, a minority of (07.43%) said that they were knowledgeable about that.

- **Item eight:** What English linguistic skills you mostly desire enhancing through podcasts?

Statistics interpretation turned into percentages which are likely to show students' interest in developing their linguistic competencies via learning from podcast. It is worth mentioning here that the students can

mention more than one skill in their answers, this is why the rates are not 100 % in their total.

Suggestions	Rates
Speaking	85 %
Listening	80 %
Writing	07 %
Reading	05 %

Table.2.Skills development through podcasts

According to what is included in the table above, and what students declared, it is obvious that many students show interest in boosting their speaking skill, with an amount of (85%), while listening is ranked next by (80 %). Writing comes after in an amount of (07 %) only. Finally, the reading skill was the choice of the learners by (05 %). The results are not surprising as podcasts are in the form of audios, that principally cover speaking and listening as very striking communicative skills.

- **Item nine:** Learners' views on the role of podcasts in boosting the English communicative competence practice.

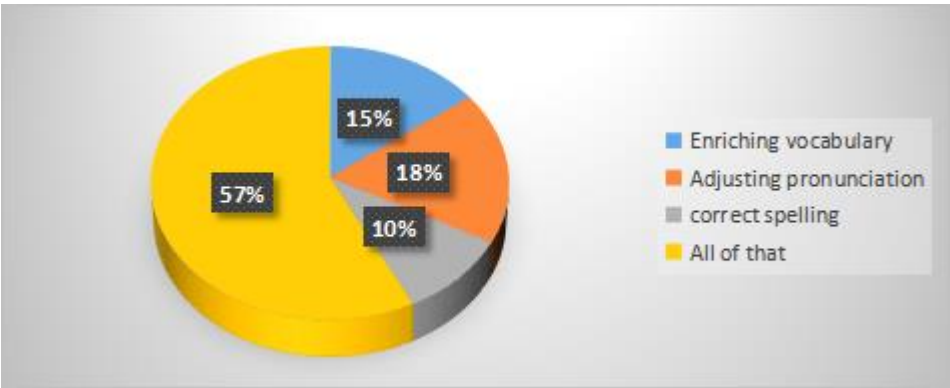


Figure.6. Podcasts for effective English communication

The findings, as they are shown in the figure, are clear enough to confirm the fact that students are aware of the range of benefits podcasts may offer for English learning, as the great majority, more than half of

the participants, shared dogma that podcasting could highly enrich their vocabulary, adjust their English pronunciation, and help them avoid its spelling mistakes.

4. Discussion of the Results

Reflecting on the results above, very striking points could be concluded. Sophomores polled for this study felt the need to call into the use of ICTs in the Algerian university. They clearly highlighted that the notion of e-learning is still doomed under prominence of traditional instructional methods, whether for learning or evaluation. They similarly claimed that the intention of e-learning is existing; it is however full of anomalies and discrepancies.

Obviously, the study findings unveiled the fact that the concept of e-learning is only existing in its theoretical frame in Algerian higher education, as the sophomores echo perceptions revealed. While its practicality and effective implementation still needs a lot to do. Students expressed willingness to learn through podcasting, however the overall notion of podcast- based learning still seems to be strange at the university, explaining that the e-learning that they receive is restricted on getting access to the platform on the net, where their teachers upload some lectures and activities in an electronic version which never differ in its content from the paper one that is offered in the classroom.

Considering what has been said, it became obvious that the first accused should be the teacher who is required first to be aware of the usefulness of podcasts for better learning. The teacher has to integrate podcasts as a significant teaching material whenever possible, mainly for listening and speaking that are pillar skills for fruitful English language communication. Podcasting should also be used to enhance other skills such as note taking, summarizing, and fast comprehension. Indeed, the role of the teacher as a powerful motivator is of an utmost importance in providing assistance and help for students to foster their use of the podcast, he/she is then, the guide and the leader, who can boost employment of podcasts for learning through making the students open eyed on its myriad of benefits.

However, the matter is not the teachers and students concern only; both bottom-up and bottom-down perspectives are accused of the bleak picture e-learning is drawing in the Algerian university; for instance, the sponsor of e-learning in terms of internet flow for both teachers and students should be of the university charge.

5. Recommendations

Many questions came up throughout this study that mainly concentrated on certain oral language abilities. It has been made clear enough that students learn well while working on a podcast. Then, based on that, we make the following suggestions.

1. Using electronic tools in the classroom. The learners will benefit from the variety of oral language and various English accents when they are exposed to authentic content.
2. To improve their listening skills, EFL students should take listening classes in special lab settings that are provided with effective materials.
3. Because of their significance as based-learning technologies in the modern day, some new technologies (apps, websites, etc.) are suggested for language learning study.

However, examining how podcasting's global reach affects student learning could be another line of inquiry. For instance, the impacts that a global audience has on students' perspectives or an analysis of how a global audience affects motivation.

Nonetheless, the advantage of recording students' voices was also intriguing, that is an additional impetus that comes with podcasting.

6. Conclusion

In a word, podcasting for effective English learning is the utopia. It is offering golden opportunities for language communication with correct spelling and pronunciation, rich vocabulary, careful listening and comprehension, as well a set of other skills that other digital devices can also boost in the arena of technology.

However, the podcast remains unique as it tends to integrate the skills and sub-skills together for cramming the minds of learners to produce the maximum of their competencies once in an authentic context. Unfortunately, these opportunities are lost in the Algeria university education as the sophomores' perceptions revealed.

References

- Abulencia, M. (2006). *Podcasting Guide*. In Carvalho, A.A.&Aguiar, C. (2006). Impact of podcasts on teacher education: From consumers to producers, Minho University.
- Buckingham, D, and Sefton-Green J. (1994). *Cultural Studies Goes to School*. 1st Edition Published 1994 eBook/London Imprint, Taylor & Francis ISBN9780203992074
- Campbell, G. (2005). There's something in the air. Podcasting in Education. Educause Review, November/December 2005 pp 33 – 44
- Deal, A. (2007). *A Teaching with Technology White Paper, Podcasting. Teaching with Technology*. June 2007.
- Deleuze, G. (1994). *Difference and Repetition*. Trans Paul Patton. New York: Columbia University Press.
- Derewianka, B, and Jones P. (2016). *Teaching Language in Context* (2nd ed.). South Melbourne, Victoria: Oxford University Press.
- Dervin, F. (2006a). Reflections on the Deconditioning of Language Specialists in Finnish Higher Education. In: Dervin, F. & E. Suomela-Salmi (eds.). Intercultural Communication and Education. Finnish Perspectives. Bern: Peter Lang, 105-127.
- Dewey, J. (2008). *Moral Principles in Education*. Colombia and Washington University. Houghton Mifflin Company, the riverside press Cambridge. Edited by Suzzallo, H.

- Dlott, A. M. (2007). A (pod) cast of thousands. *Educational Leadership*, 64(7), 80–82.
- Flanagan, B, and Calandra B. (2005). Podcasting in the classroom. *Learning and Leading with Technology* 33(3): 20–5.
- Frydenberg, M. (2006). Principles and Pedagogy: The Two P's of Podcasting in the Information Technology Classroom. In *The Proceedings of ISECON 2006*, v 23.
- Gromik, M. (2008). EFL learner use of podcastingresources: a pilot study. Tohoku University, Japan.The JALT CALL Journal, Vol. 4, No. 2, pp. 47–60 (ISSN 1832-4215).
- Hughes, C, and Acedo C. (2014). Principles for earning and competences in the 21st-century curriculum. UNESCO. Prospects, November, 30th, 2014. pp:503–525. Geneva, Switzerland.
- Hughes, C, and Acedo C. (2016). *Guiding Principles for Learning in the Twenty first Century*. UNESCO. International Academy of Education, Brussels, Belgium. Indiana University of Pennsylvania.
- Kaplan, L. (2005).*Trend: Podcasting in academic and cooperate learning*. Retrieved in March 15th, 2012 from <http://www.learning>
- Kavaliauski,G, and Gromik N .(2008). Using podcast as authentic materials to develop students` speaking skills. Vol 04- N 01-2020.pp 68.
- Lee, M.J.W, and Chan A. (2007). Pervasive, lifestyle-integrated mobile learning for distance learners: an analysis and unexpected results from a podcasting study. *Open learning. The journal of open and distance learning*, 22(3),201-213.
- Lord, G. (2008). *Podcasting communities and second language pronunciation*. *ForeignLanguage Annals*, 41(2), 364-379
- Meng, P. (2005). *Past, present, and future of podcasting in higher education Ministry of National Education. Direction of Secondary School Education*. (2005). English Language programme as a second foreign language (first year in secondary school).
- Putman, M, and Kingsley, T. (2009). The Atoms Family: Using Podcasts to Enhance the Development of Science Vocabulary. *The Reading Teacher*, 63(2), pp. 100–108. International Reading Association, ISSN: 0034-0561
- Shahin, M. C. (2009). Instructional design principles for 21st century learning skills. In: *World Conference on Educational Sciences 2009*. Anadolu University, Turkey, December; pp: 01-06.
- Sathe, N, and Waltje J.R. (2008). The iPod project: A mobile mini-lab.*Journal of the Research Center for Educational Technology*, 4(2), 32–56.
- Sokolowski, W. (2018). What exactly is a sophomore? and what does it mean to be a junior and senior?Retrieved from News.

<https://www.wgbh.org/news/2017/10/25/how-welive/what>

- Van Hees, J. (2007). *Expanding Oral Language in the Classroom*. NZCER Press, Book, ISBN: 978-1-877398-23-0
- Wyatt-Smith, C, and Elkins J. (2008). Multimodal reading and comprehension in online environments. In J. Coiro, M. Knobel, C. Lankshear, & D.J. Leu (Eds.), *Handbook of research on new literacies*(pp. 899–940). New York: Erlbaum.
- Wyatt-Smith. C, and Cumming-Joy J. (2009). *Educational Assessment in the 21st Century: Connecting Theory and Practice*, Springer Dordrecht. London New York, Griffith University.
- Wall, D, and Alderson J.C. (1993). Examining Washback: The Sri lanka Impact Study. In: A. Cumming/ R. Validation in Language Testing (194-221). Philadelphia: Multilingual Matters.