



## Pre-Service Teachers Perception On The Use Of Podcast

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### Abstract

Received: 01 Januari 2024  
Revised: 07 Januari 2024  
Accepted: 14 Januari 2024

*People of all ages like listening to podcasts. They are a source of actual language with a varied spectrum of speakers, making them highly useful in language teaching in addition to being instructive and amusing. To maximize their potential as teaching resources, podcasts must be carefully investigated and evaluated from the viewpoint of language teachers. To do this, pre-service teachers who are evaluating podcasts as possible EFL teaching resources are monitored as both language learners and language teachers. This essay's main goal is to look into the opinions and attitudes of aspiring English instructors on the use of podcasts in EFL classes. This research employed a descriptive qualitative methodology. The findings indicate that pre-service teachers believe podcasts can aid in their English language acquisition. They both concur that podcasts are employed as a tool for English language acquisition..*

**Keywords:** *Pre-service teacher, Podcast, English as a foreign language*

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**How to Cite:** Bhaskara, A. W. K. (2024). Pre-Service Teachers Perception On The Use Of Podcast. <https://doi.org/10.5281/zenodo.10633847>

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## INTRODUCTION

Without a question, during the past few decades, technology has rapidly integrated itself into every aspect of our life. The majority of individuals now use digital and Internet technologies in both their personal and professional life thanks to advancements in communication, information, and Internet technology. These advancements have brought about a new age in education and altered both the teaching and learning processes. The educational alternatives for students and teachers have greatly increased as a result of the accessibility of computer technologies like the Internet (Osguthorpe & Graham, 2003). Teachers are the facilitators, guides, and motivators in a lifetime learning process in contemporary educational techniques. Since they are responsible for students' learning in a student-centered learning environment, they should be able to utilize a variety of communication and information technologies in their job and encourage their learners to do the same. The learner-centered approach is highly suited for using the Internet and information technologies.

Due to technological advances and the need to improve educational quality over time, educational methodology has evolved over time. Academics have agreed that both in-person and online learning settings have benefits and drawbacks nowadays. In order to take advantage of the benefits of both environments and avoid their drawbacks, as stated by Graham (2006), it is essential to understand the advantages and disadvantages of both face-to-face and online learning environments. Blended learning, which can be many different combinations of pedagogical approaches, is one of the best instructional design strategies.

According to Sullivan (2019), podcasts appear to have recently gained popularity once again. Podcasts were described by Braun (2007) as continuously

created, subscription-based audio and video files that can be downloaded to PCs and/or portable audio and video devices. A straightforward definition of a podcast is an online audio or video recording in the MP3/MP4 format that may be listened to at any time on a computer, mobile device, MP3 player, even a camera. As a result, many podcasters have chosen to transition to video podcasting, also known as video blogging or vlogging, in order to reach a bigger audience and stand out in the sea of digital material. The ability to listen to (or watch) podcasts almost anywhere with excellent reception and ideally a pair of earbuds has surely changed how they are consumed. Ever-faster internet, adaptable cellphones, and free or affordable streaming services have all contributed to this change.

Web 2.0 technologies, according to Motteram and Sharma (2009), are particularly helpful for language learning in a mixed environment if language teachers supply the right resources and activities taking into account the needs of their students. There are many genuine and helpful resources available, and the most of them are free, like YouTube and Wikipedia. Parallel to daily life, Web 2.0 technologies and Mobile Web 2.0 have made significant contributions to educational settings and helped to create a variety of exciting, inspiring, and engaging learning and teaching environments. A podcast, which is a Web 2.0 tool, is "a digital audio recording, with or without images, that instructors can use to deliver content to students in an easy asynchronous fashion" (Foster, Larmore & Havemann, 2012). One of the objectives of technology integration is that "the students should be able to use it with the same ease with which they use books, maps, pencils and pens" (Çakır & Yıldırım, 2006). Podcasts are a great fit for this assertion and are simple to use.

Podcasts "offer language teachers and students a wide range of possibilities for additional listening both inside and outside of the classroom," according to Stanley (2006). Additionally, diverse speakers expose students to a variety of linguistic styles. Specifically created language podcasts for language learners are advised for younger students or beginners, while more seasoned language learners may want to listen to whole podcast episodes followed by varied assignments (Fox, 2008; Stanley, 2006).

The preparation of a podcast for class listening depends on the demands and skill levels of the students, and it is up to the teacher to make the right decisions. Fox (2008) suggests methods like listening for enjoyment, which can be homework with a discussion afterward, listening with a vocabulary list prepared in advance, listening to a shorter chunk to make it more applicable, listening to a version with slower speech for better comprehension, or using segments of podcasts for dictation practice.

According to McBride (2009), SLA ideas must be followed while using podcasts for foreign language instruction. As a result, it is safe to assume that these resources are better suited for more experienced and advanced students who have a strong command of the target language, allowing their listening to be free from significant listening comprehension gaps.

According to a number of research, the major areas of study for podcasts in EFL relate to the growth of students' speaking, listening, and lexical knowledge. Given that podcasts are primarily audio-based content, that makes sense. Additionally, research has been done on the opinions of future EFL teachers

towards the use of podcasts in the classroom. As an illustration, Chaves-Yuste and de-la Peña (2023) investigated the effects of socially-themed podcasts among Spanish high-school EFL students. In terms of speaking and listening, their findings revealed a significant improvement in the students' EFL linguistic proficiency.

Çelik (2014) also found similar result on his study. He found that The majority of pre-service teachers' perceptions of podcasts, the podcasting process and activities, and their own experience are favorable. Additionally, they felt more capable of succeeding after taking part in podcast activities. Additionally, the outcomes demonstrated that pre-service teachers felt anxious before the creation of podcasts. Additionally, it was discovered that podcast activities could help prepare pre-service teachers for their careers as instructors and for modern technology.

Talk radio with analysis, interviews, sporadic music or jingle relief, and occasionally listener voice messages make up the usual podcast format. Therefore, depending on curriculum and teaching objectives, podcasts, as web-hosted serial content with a regular format, seem to contain substantial potential for practical use in foreign language instruction.

The goal of the current study was to investigate how pre-service instructors felt about the potential of podcasting for language acquisition. For podcasts to be used and be effective in language education, pre-service teachers' perceptions and attitudes are essential. They are also important for fostering positive attitudes, perceptions, and self-esteem in their future students. Pre-service teachers can apply these perceptions to their professional development as they develop as self-aware persons. In order to determine pre-service teachers' unbiased opinions about the potential advantages or disadvantages of using podcasting for educational purposes, their perceptions and use of the Internet, other Web 2.0 technologies, and the blended learning environment were also examined. As a result, it might give a more comprehensive view of how they see podcasting fitting into their careers. While many studies have recently looked into podcasting, one of the Web 2.0 tools, and found it to have a number of advantages, pre-service teacher preparation programs should incorporate this technology to give pre-service teachers opportunities to use it and develop their skills in doing so. The goal of the current study was to assess pre-service language instructors' opinions on podcasting as it related to course material.

## **METHODS**

The researcher's method or design for this study was qualitative research. According to Bogdan and Taylor (1975), qualitative research methods are research techniques that result in descriptive data in the form of spoken or written words from subjects and observed behavior. This method looks at the background and people as a whole (holistically), not as discrete variables or hypotheses, but rather as a part of the whole. English.

The researcher utilized the descriptive qualitative design in this case. Ary (2002), explained that descriptive research is a type of study that is used to gather information on current events. There are few or no statistics in qualitative research. According to Patton (2012), qualitative research is defined by its goals, which are concerned with comprehending some aspect of social life, and its techniques, which (in general) yield words rather than numbers as data for analysis. It refers to a

comprehension of certain aspects of social life through the use of words rather than figures. Students from Karawang, Indonesia's University of Singaperbangsa Karawang's primary teacher education program with a focus on English served as the study's participants. These students received training for both primary and EFL teaching positions. The average age of participants was 22. The mother tongue of the majority of students was Bahasa.

Online access to a specially created questionnaire was made available to the pre-service teachers, who were explicitly informed that participation in the study was voluntary and anonymous. Students enrolled in the same study program at the time of data collection received it in English and Bahasa. The questionnaire was divided into two parts: the first part asked about students' demographics and personal podcast experiences; the second part asked about their professional opinions and their readiness to use podcasts as EFL teaching resources.

## **RESULTS & DISCUSSION**

### ***Results***

The findings indicate that the majority of participants regularly view or listen to English-language podcasts. More over half of them listen to podcasts in foreign languages on occasion. The languages listed, except English, were mostly the students' native tongues, then other languages they either learnt or kept up. The participants listed a wide range of subjects as their top choices for podcasts, including: health and well-being, fitness, skincare, nutrition, mental health, self-help, inspiration, relationships, friendship, religion, social issues, current events, history, education, culture, finance, politics, true crime, conspiracy theories, animal rights, celebrities, lifestyle, pop culture, comedy, music, personal stories, and daily routines.

The variety of these themes suggests that users' primary reasons for listening to podcasts are to be informed and entertained. These results unquestionably show that the participants have significant personal experiences with genuine podcasts not only in their mother tongues but also in other languages that are significant to them.

The majority of participants—nearly half—were positive that podcasts had improved at least some of their language abilities. The final result shows that podcasts have a positive effect on participants' ability to self-evaluate their language skills. Participants gave specific instances of these benefits, including vocabulary growth, speaking and listening abilities, listening comprehension, use of metaphorical language, learning about culture, and various learning techniques. Several examples are given below. Some participants submitted further responses with justifications.

Participant 1 : "Dengan menggunakan podcast, saya merasa bisa belajar bahasa inggris dengan mudah dan menyenangkan" (by using podcasts, I feel that learning English is easy and fun).

Participant 2 : "Mendengarkan podcast dapat memperluas pengetahuan saya tentang budaya, serta menambah vocabulary saya" (listening to podcasts can broaden my knowledge about culture, as well as increase my vocabulary).

Participant 3 : “Podcast mempermudah saya memahami penggunaan grammar yang baik dan benar” (Podcasts make it easier for me to understand the use of good and correct grammar).

Participant 4 : “Mendengarkan poscast sangat menyenangkan terutama topik yang saya suka, sehingga tanpa saya sadar bahasa inggris saya juga berkembang” (Listening to postcasts is really fun, especially topics that I like, so that without realizing it my English is also improving).

Participant 5 : “Mendengarkan podcast sudah menjadi kebiasaan saya sehari-hari, sehingga kemudian saya menjadikannya metode belajar Bahasa inggris saya” (Listening to podcasts has become my daily habit, so I made it my method of learning English).

Participant 6 : “Saya memperoleh pengetahuan tentang berbagai budaya dan berbagai perjuangan yang dihadapi individu, dan saya juga menambah jumlah istilah dalam kosa kata saya” (I've gained knowledge about various cultures and the various struggles that individuals face, and I've also increased the number of terms in my vocabulary).

Participant 7 : “Saya sering mencari kata atau frasa yang disebutkan di podcast untuk mempelajari definisinya, yang membantu saya mengembangkan kosakata” (I frequently search up words or phrases mentioned in podcasts to learn their definitions, which helped me grow my vocabulary).

Participant 8 : “Mendengarkan podcast membantu saya mengembangkan kemampuan bahasa saya dalam hal berbicara, menulis, dan mendengarkan” (Listening to podcasts helps me develop my language abilities in terms of speaking, writing, and listening).

Participant 9 : “Mendengarkan poscast membantu saya dalam hal pengucapan beberapa kata” (Listening to the postcast helped me with the pronunciation of some words).

Participant 10 : “Mendengarkan podcast sangat membantu saya dalam meningkatkan listening skill saya” (Listening to podcasts really helped me in improving my listening skills)

Based on the results, It may be claimed that the participants in this study listen to English-language podcasts in order to advance their language skills in addition to being informed and entertained, even though for some participants this may be a purposeful goal and for others it may be unintentional. Only when a learner expresses their aim to use podcasts to learn a language are these objectives clear.

### ***Discussion***

This result demonstrates that participants are usually aware of the advantages podcasts have as instructional resources. Overall, it can be claimed that the participants had a favorable opinion of podcasts as EFL teaching tools. However, the majority of participants felt that podcasts were suitable for intermediate and advanced learners.

To better prepare themselves with the abilities they will need to use in their own teaching, pre-service teachers considered podcasting to be essential. All participants agreed that using podcasts as teaching resources would be beneficial from the standpoint of language teachers, which is their intended career.

### **CONCLUSION**

This paper's major goal was to investigate the personal experiences of aspiring English teachers with podcasts, as well as how they felt about using them to learn English, teach EFL, and for enjoyment purposes.

All participants enjoyed using the podcast, whether as a source of entertainment or learning English. In terms of learning English, they feel that podcasts really help them learn English. They feel that podcast can improve their skills such as Listening, speaking, adding new vocabulary, and knowing good and appropriate grammar. They also agreed and had a positive response if the podcast became an English learning tool.

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