EFL STUDENTS AND TEACHERS' ATTITUDES TOWARDS BUSINESS ENGLISH POD IN TERM OF THEIR LISTENING AND SPEAKING SKILLS

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Abstract
The integration of Information and Communication Technology (ICT) has become a crucial aspect of language education, significantly influencing the field. This study investigates students' and teachers' views on using podcasts in the teaching-learning process. It focuses on students' attitudes towards podcasts in English as a Foreign Language (EFL) classes and their insights into the benefits and limitations of podcasts for developing language skills. Involving 40 students and 2 teachers from the Islamic University of Kalimantan Muhammad Arsyad Al-Banjari, data was gathered through questionnaires and interviews. Results showed that 80.2% of respondents enjoyed podcasts, with 69.9% agreeing they are enjoyable. Both students and teachers had positive attitudes towards podcast integration, believing it could improve listening and speaking skills while fostering collaboration and creativity. However, challenges in effectively using podcasts were identified, indicating a need for further exploration of best practices.
Key Words: Podcast, listening, speaking, EFL Classroom

A. INTRODUCTION

In the rapidly evolving educational landscape, where technology plays a central role, educators and researchers are continually seeking new teaching strategies to boost student engagement and enhance language skills (Aqqal et al., 2017; Aşık et al., 2020). A prominent method gaining attention is the use of podcasts in English language classrooms (Che, 2023; Sutton-Brady et al., 2009). Podcasts, which are audio-based digital media that typically consist of spoken episodes, have become a popular tool for teaching. This approach harnesses the advantages of technology to create an immersive and dynamic learning environment. By integrating podcasts into English instruction, educators aim to take advantage of this medium's accessibility, flexibility, and ability to provide

authentic language exposure (Alm, 2013; Liu, 2023). Podcasts also allow students to engage directly with real-world language use, supporting the development of key linguistic skills like listening comprehension, vocabulary expansion, and pronunciation. As a result, podcasts are seen as an effective tool for improving language proficiency and fostering an interactive, engaging learning experience in today's educational settings.

Listening comprehension is a vital aspect of language acquisition, and podcasts offer an engaging way to immerse students in rich auditory content (Kavaliauskienė & Anusienė, 2009; Saeedakhtar et al., 2021). The widespread popularity of podcasts is evident, with surveys showing that around 55%, or approximately 155 million people, have engaged with this form of audio content (Copley, 2007; Drew, 2017). When incorporated into the classroom, podcasts offer notable benefits, particularly in terms of flexibility regarding time and location. According to the Podcast Consumer report, 58% of listeners prefer to listen to podcasts at home, while 23% do so during their commutes. This easy access allows students to listen to podcasts at their convenience, enhancing their listening practice and reinforcing learning beyond the classroom (Chou et al., 2022).

Additionally, podcasts frequently cover real-world topics, provide cultural insights, and encourage thoughtful discussions (Azizi et al., 2022; Drew, 2017). These qualities stimulate critical thinking and broaden students' cultural awareness. Learners who listen to podcasts demonstrate greater intercultural competence and are more open to considering diverse perspectives compared to those who do not engage with podcasts (Guillén-Gámez et al., 2019; Hubackova & Golkova, 2014). This highlights the potential of podcasts to promote cross-cultural understanding and facilitate meaningful classroom conversations that transcend linguistic barriers (De Los Ríos, 2022). By incorporating podcasts into language teaching, educators can utilize this versatile tool to improve listening skills, foster critical thinking, and enhance intercultural awareness among students (Brooks & Pitts, 2016; Porto, 2014).

The increasing popularity of podcasts in recent years has made them an essential resource for language learning, thanks to their convenience and accessibility. As a result, podcasts have become a promising tool for educators to support language acquisition and challenge conventional teaching methods (Özdener & Güngör, 2010; Rosell-Aguilar, 2007). In traditional English language classrooms, listening activities often receive less attention compared to other skills (Kenza Tacarraoucht et al., 2022). However, the inclusion of podcasts offers students a valuable opportunity to improve their English proficiency. By incorporating podcasts into the classroom, teachers can expose students to a wide range of authentic language resources, allowing them to experience genuine English listening in an educational setting (Alm, 2013; Kavaliauskienė & Anusienė, 2009). This exposure to authentic content not only enriches the learning experience but also supports language development. Furthermore, podcasts offer practical features such as pause and replay options, enabling students to monitor their comprehension while engaging with the material. This encourages active participation with the content, helping students reinforce and solidify their understanding of the language presented.

Evans (2008) suggests that the vast array of online podcasts aimed at native English speakers provides English learners with numerous opportunities to interact with real-world English in various contexts. These targeted podcasts meet learners' needs by exposing them to authentic language use, allowing them to immerse themselves in the complexities of English (Kim, 2011; Sharbaf Shoar et al., 2011). Integrating such podcasts into English language teaching helps foster positive attitudes towards learning, encourages desirable behaviors, and boosts students' self-efficacy. The immersive nature of podcasts, which feature real-life language examples and engaging content, contributes to a more enjoyable and meaningful learning experience (Sam, 2016; Şendağ et al., 2018). Exposure to authentic language through podcasts not only improves listening skills but also enhances overall linguistic competence, enabling students to confidently navigate various communication scenarios. Moreover, the positive impact of podcasts on students' attitudes and self-perceptions is significant. Engaging with podcasts

designed for native speakers fosters a sense of achievement and motivation as learners see their ability to understand and engage with authentic English content grow.

Incorporating podcasts into English language instruction offers students the opportunity to approach homework at their own pace in a comfortable, low-stress environment. By integrating podcasts into teaching methods, students gain access to a wide variety of audio content featuring native speakers in diverse communicative situations, such as interviews, conversations, and speeches. The benefits of using podcasts prompted the inquiry in this study, which aimed to answer two key questions: (1) What are students' perceptions of using podcasts in the learning process? and (2) What are teachers' attitudes toward the use of podcasts in this process?

B. LITERATURE REVIEW

1. The Nature of Listening and Speaking Skills

In contemporary language courses worldwide, there is a strong emphasis on improving students' listening and speaking abilities. This focus stems from the recognition that English has become the global lingua franca, making it essential to enhance proficiency in the language (Yao & Du-Babcock, 2023). Given the significance of these skills, it is important to critically examine the current beliefs and teaching methods used to develop them. Over the past few decades, our understanding of the unique aspects of speaking and listening has advanced significantly. While speaking has been shaped by various trends in the English as a Foreign Language (EFL) field, listening has not received the same level of attention (Kenza Tacarraoucht et al., 2022; Terzioğlu & Kurt, 2022).

Traditional speaking instruction often relied on rote memorization, repetitive dialogues, and predetermined response patterns (Anabel & Simanjuntak, 2022; Assauri et al., 2022). However, these outdated approaches have been gradually replaced by communicative language teaching methods, which focus on enhancing learners' communication abilities, strategic thinking, and negotiation skills. Consequently, the focus has shifted from simple reproduction to active engagement in meaningful communication. To truly understand listening skills, it

is essential to consider the input gained through spoken interactions. Abdulla et al. (2021) explain that when people engage in conversation and actively listen, they discover new ideas, understand different viewpoints, or create connections. This perspective emphasizes the close relationship between speaking and listening, highlighting their interdependent nature. By recognizing and utilizing this dynamic, language teachers can implement strategies that promote comprehensive language development, treating both speaking and listening as crucial elements of effective communication (Terzioğlu & Kurt, 2022).

2. ICT Integration and the Selection of Appropriate Podcasts in the English Classroom

The integration of Information and Communication Technology (ICT) in English classrooms has the potential to revolutionize teaching methods by utilizing the benefits of modern technologies (Aşık et al., 2020; Guillén-Gámez et al., 2019). This shift opens up opportunities for teachers to take advantage of innovative tools and strategies. By incorporating ICT, instructors gain access to a wide range of teaching approaches, allowing them to cater to the diverse needs and preferences of their students (Guillén-Gámez et al., 2019). Using ICT in English classrooms can also enhance students' motivation and interest in learning the language. These technologies create engaging, interactive learning experiences that foster a positive educational atmosphere. Specifically, ICT integration encourages collaborative and cooperative activities, with internet tools helping students practice and apply their English language skills (Akayoğlu, 2021; Chapelle, 2012). Through online platforms, students can participate in group discussions, share ideas, and collaborate on language projects, improving not only their language skills but also their teamwork and digital literacy. By harnessing the power of ICT, teachers can create dynamic learning environments that promote active participation and meaningful engagement.

Within the realm of internet technologies for education, podcasts stand out as particularly innovative tools. Sendag et al. (2018) categorize instructional podcasts into types such as teaching-driven, service-driven, marketing-driven, and technology-driven, each serving distinct educational objectives. Saeedakhtar et al.

(2021) emphasize the role of podcasts in enhancing speaking and listening skills, as these audio resources offer authentic language exposure and opportunities for students to interact with real-world language. Additionally, Guillen-Gámez et al. (2019) argue that students' motivation to learn a language can significantly increase when podcasts align with their personal interests. This highlights the importance of selecting podcasts that resonate with learners, enhancing their sense of relevance and engagement. By incorporating podcasts into language teaching, educators can use this technology to provide engaging, authentic language content, ultimately fostering the development of key language skills and boosting students' enthusiasm for learning.

C. RESEARCH METHOD

1. Research Design

This study adopted a case study design to address the research questions, employing a mixed-methods approach that combined both quantitative and qualitative data collection techniques (Cohen et al., 2018). Surveys were administered to gather quantitative data on students' perceptions and attitudes toward using podcasts in language learning. This approach provided numerical data that could be statistically analyzed, revealing overall trends and viewpoints among students. In addition, qualitative methods, such as interviews, were conducted to explore teachers' experiences, offering a deeper understanding of students' motivations, challenges, and experiences with podcast-based learning. The initial phase of data collection involved distributing a questionnaire to students, followed by interviews with teachers. This mixed-methods approach facilitated data triangulation (Cohen et al., 2018), allowing for comparisons between the quantitative survey results and the qualitative insights from the interviews. Through this comprehensive strategy, the researchers aimed to gain a well-rounded understanding of students' attitudes toward podcast-based language learning, while also gathering valuable perspectives from the teachers.

2. Collecting Data and Instruments

The questionnaire used in this study was adapted from Li's (2009) prior research, which served as the basis for the survey instrument. Initially comprising

13 questions, the questionnaire was modified by the author to create a revised version with 17 questions, ensuring it aligned with the specific aims and context of the current study. Interview questions were developed to gather teachers' perspectives on the role of podcasts in the English as a Foreign Language (EFL) classroom. The interviews involved two teachers and featured three different types of questions to thoroughly explore their views. To assess attitudes and perceptions, a Likert scale was used, enabling respondents to express their level of agreement or disagreement with various statements.

A detailed Likert scale questionnaire was created to evaluate students' attitudes toward podcast usage, containing 17 statements related to enjoyment, usefulness, and perceived impact on language learning. Participants rated each statement on a scale from "strongly agree" to "strongly disagree." Data was collected through both paper-based questionnaires and interviews, providing multiple means for participants to share their opinions. Descriptive statistics were primarily used to summarize the data, calculating percentages for each response category and organizing the results in tables for clarity. The study aimed to investigate students' general attitudes toward incorporating podcasts into their language learning experiences. By analyzing the data systematically, the research sought to offer insights into the overall reception and effectiveness of podcasts in language education.

3. Data Analysis

The data analysis for this case study was conducted using a structured and transparent approach, in line with the research objectives. It was essential to document the analytical process in detail to maintain the study's rigor and ensure it could be replicated (Beins, 2018). The analysis consisted of several stages, each contributing to a deeper understanding of the collected data. First, the data was organized systematically to facilitate analysis, with a clear coding system employed to identify and extract relevant sections. Then, the data was examined to identify emerging themes and patterns, requiring a thorough review to spot recurring elements or trends.

Using an inductive approach, key insights were derived directly from the data, enriching the understanding of the research topic. The interpreted data were further analyzed to explore and explain the deeper meanings and connections related to the identified themes. This involved applying analytical reasoning and referencing relevant theories or literature to support the interpretations with evidence from the data. Finally, the findings were presented and summarized in a clear manner, in alignment with the research objectives. The results were organized into a cohesive narrative, with the use of visuals like tables and charts for clarity, and key findings were explained comprehensively. Overall, the data analysis process adhered to established methods, ensuring a thorough exploration of the research objectives and providing valuable insights that contribute to the existing knowledge in the field.

D. RESULT AND DISCUSSIONS

The study was guided by two research questions aimed at uncovering the perspectives and attitudes of both students and teachers regarding the effectiveness and reception of podcasts as an instructional tool. Examining students' perceptions offers valuable insights into their experiences, opinions, and engagement levels when using podcasts for language learning. In contrast, exploring teachers' attitudes reveals their beliefs, preferences, and views on the effectiveness of this teaching approach. The close-ended questionnaire was analyzed using a Likert Scale, which the researcher streamlined from five to four categories for clarity: (SA) Strongly Agree, (A) Agree, (D) Disagree, and (SD) Strongly Disagree. The analysis was conducted using a percentage formula, and the results were presented with descriptive interpretations.

Table 1

Data of Students' Perception on Podcast Classrooms

No	Questions	SA	A	D	SD
1	I like podcast	10.1 %	80.2 %	9.7 %	0.0 %
2	I enjoy listening to podcast	20.7 %	75.1 %	4,2	0.0 %
3	I enjoy recording my voice on my own created podcast (through "*Podcastle*" app)	21.9 %	79.1 %	0.0 %	0.0 %
4	Podcast is easy to use	0.0 %	0.0 %	80.5 %	19.5 %
5	The content of podcast is suitable for me	0.0 %	86.3 %	13.7 %	0.0 %
6	I can improve my listening skills	88.3 %	11.7 %	0.0 %	0.0 %
7	I can improve my speaking skills	40.5 %	45.5 %	14 %	0.0 %
8	I can improve my vocabulary	8.1 %	40.2 %	47.2 %	4.5 %
9	I want podcasts to be implemented in the classroom	83.2 %	10.2 %	6.6 %	0.0 %
10	It is easy to get podcasts from the internet	0.0 %	0.0 %	76.5 %	23.5 %
11	I know how to use podcast	0.0 %	12.3 %	80.1 %	7.6 %
12	Using podcasts in language classrooms is too new for me.	0.0 %	30.7 %	45.7 %	23.6 %
13	I will continue listening to podcasts for learning English	100 %	0.0 %	0.0 %	0.0 %
14	I can learn through podcasts	50.4 %	49.6 %	0.0 %	0.0 %
15	The length of the podcast is appropriate	67.8 %	23.4 %	8.2 %	0.0 %
16	Using podcasts is fun	69.9 %	25.1 %	5 %	0.0 %
17	I can investigate my skills by using podcasts	77.1 %	22.9 %	0.0 %	0.0 %

The current study investigates students' attitudes towards podcasts, specifically focusing on their preferences and perceptions of a podcast-related tool known as "Podcastle." To evaluate students' general affinity for podcasts, the first question asked about their overall liking for this audio medium. The analysis revealed that 80.2% of participants had a positive inclination towards podcasts, with 10.1% strongly agreeing and only 9.7% expressing disagreement. These results indicate a strong preference for podcasts among the students. To further assess engagement, a follow-up question gauged their enjoyment of listening to podcasts, showing that 75.1% agreed they enjoyed this audio format, including 20.7% who strongly agreed, while just 4.2% disagreed. This reinforces the favorable attitude students have towards podcasts. Additionally, when asked about the tool "Podcastle," 79.1% supported its use, with 21.9% strongly endorsing it, and notably, no participants disagreed, highlighting a generally positive reception of this new podcasting tool.

Table 1 analyzes students' views on the accessibility and novelty of podcasts. Results indicate that 76.5% disagreed with the ease of downloading podcasts, and 23.5% strongly disagreed, revealing challenges in accessing podcasts online. Similarly, regarding the ease of using podcasts, 80.1% disagreed, with 7.6% strongly disagreeing, suggesting significant obstacles in effectively

utilizing podcasts as a learning tool. The twelfth statement addressed the perceived novelty of podcasts, where no students strongly agreed, indicating a lack of consensus on their novelty. However, 30.7% agreed that podcasts weren't entirely new to them, while 45.7% disagreed, showing a familiarity with podcasts among the respondents.

Table 2 presents a comprehensive overview of teachers' attitudes towards the use of podcasts in teaching. This table is instrumental in understanding teachers' beliefs and perspectives on integrating podcasts into their instructional practices. The data reflects various dimensions of teachers' attitudes, including their views on the benefits and challenges of podcast usage, their confidence in effectively incorporating podcasts, and their overall enthusiasm for this innovative approach. The insights from Table 2 enhance the understanding of how teachers perceive podcast integration, guiding the development of effective strategies for utilizing this technology in educational settings.

Table 2

Data of Teachers' Attitude on Podcast Classroom

No	Questions	SA	A	D	SD
1	I apply podcasts in my class	10.1 %	80.2 %	9.7 %	0.0 %
2	I enjoy teaching using the podcast	20.7 %	75.1 %	4,2	0.0 %
3	I provide students with my voice on my own created podcast (through "*Podcastle*" app)	21.9 %	79.1 %	0.0 %	0.0 %
4	The podcast is easy to use	0.0 %	0.0 %	80.5 %	19.5 %
5	The content of the podcast is suitable for my students	0.0 %	86.3 %	13.7 %	0.0 %
6	Podcasts can facilitate my students of listening skills	88.3 %	11.7 %	0.0 %	0.0 %
7	Podcasts can facilitate my students of speaking skills	40.5 %	45.5 %	14 %	0.0 %
8	Podcasts can improve vocabulary	8.1 %	40.2 %	47.2 %	4.5 %
9	I want podcasts to be implemented in the classroom	83.2 %	10.2 %	6.6 %	0.0 %
10	It is easy to get podcasts from the internet	0.0 %	0.0 %	76.5 %	23.5 %
11	I know how to use podcast	0.0 %	12.3 %	80.1 %	7.6 %
12	Using podcasts in language classrooms is too new for me.	0.0 %	30.7 %	45.7 %	23.6 %
13	My students continue listening to podcasts for learning English	100 %	0.0 %	0.0 %	0.0 %
14	My students can learn through podcasts	50.4 %	49.6 %	0.0 %	0.0 %
15	The length of the podcast is appropriate	67.8 %	23.4 %	8.2 %	0.0 %
16	Using podcasts is fun	69.9 %	25.1 %	5 %	0.0 %
17	I can investigate my students' language skills by using podcasts	77.1 %	22.9 %	0.0 %	0.0 %

The findings in Table 2 reveal that teachers have a positive outlook on integrating podcasts into their classrooms. They view podcasts as valuable tools for enhancing students' speaking and listening skills. By incorporating podcasts,

teachers can offer students opportunities to engage in speaking exercises and mimic the language patterns of native speakers. This immersive experience helps learners improve their pronunciation, intonation, and overall oral skills. Moreover, podcasts provide a platform for practicing speaking in contexts that reflect real-life communication, bridging the gap between classroom learning and practical language use. The favorable attitudes of teachers highlight the potential of podcasts as effective instruments for promoting language acquisition and communicative competence among students.

When educators incorporate English podcasts into their teaching, it's crucial to consider the practical implications of their use. One significant consideration is the selection and adaptation of podcast content (Kim, 2011; Sharbaf Shoar et al., 2011). To maximize effectiveness, teachers must carefully consider students' language proficiency levels, interests, and learning goals. Aligning podcast choices with these factors ensures that content is appropriately challenging and engaging, enhancing language development (Özdener & Güngör, 2010). Choosing podcasts that match students' proficiency levels ensures comprehension and fosters meaningful learning experiences. Additionally, selecting content based on students' interests boosts motivation and engagement, as they are more likely to connect with the material. Aligning podcast selection with specific learning objectives enables targeted language practice, creating a focused learning experience (Rosell-Aguilar, 2007). By considering these factors, educators can effectively harness the potential of English podcasts as valuable teaching tools.

Beyond content selection, establishing active listening strategies is another important practical implication. Engaging with podcasts requires learners to actively participate, making it essential for educators to teach effective listening strategies (Alm, 2013; Rahimi & Katal, 2012). By providing instruction on strategies such as note-taking, predicting, summarizing, and inferring, teachers empower students to engage deeply with the podcast content and enhance their listening comprehension (Saeedakhtar et al., 2021; Şendağ et al., 2018). Teaching effective note-taking helps students capture key ideas and important details, while

predicting encourages anticipation and engagement with the material. Summarizing aids in solidifying understanding, and inferring fosters critical thinking by encouraging connections based on the information presented.

Integrating podcasts into language instruction also requires attention to technology and accessibility. In this study, instructors ensured that students had the necessary devices and internet access to listen to podcasts, providing equal opportunities for all learners (Evans, 2008; Özdener & Güngör, 2010). To complement questionnaire findings, interviews were conducted with two English teachers from the National University of Uzbekistan to gain deeper insights into their perspectives on using podcasts in EFL teaching.

The first interview question focused on student engagement with podcasts. Teachers noted that careful selection of podcasts based on students' needs and interests motivated learners. This aligns with Saeedakhtar et al. (2021), who emphasized the importance of engaging resources. Furthermore, podcasts can serve as effective revision tools, reinforcing their value not just for language input but also for consolidating skills (O'Bannon et al., 2011; Rahimi & Asadollahi, 2011). Insights from these interviews enriched the study's findings, highlighting the motivational impact and revision potential of podcasts in EFL contexts.

Teachers confirmed that integrating podcasts into EFL instruction could enhance students' listening and speaking skills (Rosell-Aguilar, 2007; Şendağ et al., 2018; Sharbaf Shoar et al., 2011). Through interactive activities, students used the "Podcastle" application to interview one another, showing a strong desire to improve their pronunciation and intonation by re-recording until satisfied (Bilki et al., 2022; Xu & Zhou, 2020). This iterative practice helped learners focus on crucial language aspects like phonology and presentation skills. Over time, this approach improved their language production abilities and encouraged personal accountability in their learning journey, fostering self-directed and collaborative engagement (Al-Rawahi & Al-Mekhlafi, 2015; Özdener & Güngör, 2010). The study highlights the transformative potential of podcast integration in enhancing language proficiency and underscores the importance of empowering students to take ownership of their learning.

However, teachers face challenges in downloading, registering, and using podcasts, which can demand significant time and effort. Interview data confirmed the prevalence of these challenges and their effects on teaching (Sharon & John, 2019; Sutton-Brady et al., 2009). Challenges include navigating different platforms for downloading podcasts, which can be complex and time-consuming (Kidd et al., 2020; Şendağ et al., 2018). Additionally, the registration process on podcast platforms can be cumbersome, requiring guidance from teachers (Hubackova & Golkova, 2014; Hurst, 2016). Effective podcast use also necessitates familiarity with platform functionalities, which takes time to master, impacting instructional delivery.

The interviews provided insights into the challenges teachers face, reinforcing the questionnaire findings. By combining these data sources, the study offers a comprehensive understanding of the obstacles in podcast integration, highlighting the need for ongoing support and training for teachers to successfully implement podcasts in language instruction.

E. CONCLUSION

The author of this article explored the use of technology, specifically podcasts, as a pedagogical tool in EFL instruction. This investigation helps educators appreciate the benefits of computer-assisted language learning for effective teaching. The case study aimed to gauge both students' and teachers' perceptions of podcasts as a learning resource, involving 40 students and two teachers. The research yielded positive results, with both teachers and students expressing favorable views on using podcasts in the EFL classroom. They believed that podcasts could enhance speaking and listening skills, as the content was tailored to learners' interests and needs. Students found podcasts enjoyable, as they not only improved their skills but also allowed them to explore topics of personal interest. Using the "Podcastle" application, they developed both pronunciation and presentation abilities. Podcasts provided them with greater learning opportunities, leading them to express a desire to continue using them and further explore their learning processes. However, the study also identified some challenges associated with podcast use, which the author acknowledged for future research. In summary,

podcasts present a unique and effective method for English language learners to enhance their listening and speaking comprehension skills.

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