

## LESSON LEARNED FROM PODCAST IMPLEMENTATION IN AN EFL CLASSROOM AT THE UNIVERSITY LEVEL

<sup>1</sup>Anisa Putri Cahyani, Institut Seni Indonesia Surakarta, Indonesia  
E-mail: [anisaputri@ds.isi-ska.ac.id](mailto:anisaputri@ds.isi-ska.ac.id)

---

### ARTICLE INFO

Original Article

**Received:** 28, 05.2024.

**Revised:** 17, 06.2024.

**Accepted:** 15, 07.2024.

**Keywords :**

*Podcast, Efl, University*

---

### ABSTRACT

This paper describes a teacher's practice of implementing podcasts in higher education EFL classrooms as a learning media in a collaborative learning context. The study reflects how the teacher manages 20 students in an EFL class with a relatively high proficiency level, focusing on 1) how to decide the podcast selection and 2) the implementation in the classroom. Data gathered through self-notes, observation, and document study are then analyzed using the evaluative approach from a collaborative learning context perspective. The results of this study listed several lessons learned and recommendations for language educators, especially those who teach English in a nearly similar setting.

---

© 2024 JTK (Cahyani). All rights reserved.

---

### INTRODUCTION

Since the emergence of digital media, technology has been used more and more in educational settings to improve student learning. The broad availability and quick development of digital technologies, which have the potential to improve on conventional teaching strategies, are the driving forces behind this movement. Podcasts have become one of these technologies' most useful tools for teaching languages, with special benefits that meet the demands of today's students. Podcasts are digital audio files that may be streamed or downloaded and offer a variety of information in different languages and themes. Their renown in the sphere of education has increased for a number of reasons. First of all, students may listen to podcasts whenever it's convenient for them, which can accommodate a range of schedules and learning speeds. Additionally, they offer exposure to real language use. Studies have shown that podcasts can improve listening skills, vocabulary acquisition, and overall language proficiency (O'Bryan & Hegelheimer, 2007; Rosell-Aguilar, 2017).

This article investigates the incorporation of podcasts in a higher-level English as a Foreign Language (EFL) classroom where collaborative learning is the primary teaching strategy. Collaborative learning is an atmosphere where students collaborate to accomplish shared academic objectives, and it encourages greater interaction and communication in the classroom. Through peer interaction and shared learning experiences, this strategy can dramatically improve language proficiency in the setting of language instruction. Collaborative learning involves students working together to achieve common goals, facilitating deeper understanding through interaction and discussion. This approach is particularly effective in language learning, as it encourages communication.

### METHOD

The research methodology employed in this study involves a detailed examination of the processes of podcast selection and classroom implementation within the context of a higher education EFL (English as a Foreign Language) classroom. This methodology is structured to provide a comprehensive understanding of the practices and outcomes associated with integrating podcasts into language education, emphasising a collaborative learning approach.

The study was conducted in an EFL classroom at a higher education institution, involving 20 students with relatively high proficiency in English. These students pursued the same non-English academic disciplines and had diverse linguistic and cultural backgrounds. Standardised English tests assessed their proficiency level, ensuring they could engage with advanced podcast content.

Data were collected through multiple methods to ensure a holistic understanding of the podcast integration process:

1. **Self-Notes:** The teacher maintained detailed self-notes throughout the study. These notes included reflections on the podcast selection process, classroom activities, student interactions, and personal observations of student engagement and learning outcomes.
2. **Classroom Observations:** Systematic observations were conducted during podcast listening sessions and subsequent activities. These observations focused on student engagement, participation, collaborative dynamics, and overall classroom atmosphere.
3. **Document Analysis:** Relevant documents, including lesson plans, student feedback forms, and assessment records, were analyzed. These documents provided additional insights into the planning and execution of podcast-related activities and the students' reception of these activities.

An evaluative approach was employed to analyze the data, focusing on the effectiveness of podcast integration from a collaborative learning perspective. The analysis aimed to identify successful practices, challenges, and areas for improvement.

## **FINDING AND DISCUSSION**

### **Findings**

#### ***Podcast Selection***

The process of selecting appropriate podcasts for the classroom was guided by several key criteria:

1. **Relevance to Curriculum:** Podcasts were chosen based on their alignment with the course objectives and topics. The selected podcasts needed to reinforce and complement the material being taught, ensuring coherence and relevance in the learning experience.
2. **Language Level:** The podcasts had to match the students' proficiency level. Content that was too easy would not challenge the students, while content that was too difficult could frustrate them. Therefore, the selected podcasts provided comprehensible input with a slight challenge to promote language development.
4. **Engagement Factor:** The engagement potential of the podcasts was a crucial consideration. Podcasts with engaging content and delivery were preferred to maintain student interest and motivation. This included considering the podcast's tone, pacing, and the presenter's ability to convey information compellingly.
5. **Cultural and Contextual Relevance:** The podcasts needed to offer cultural insights relevant to the language being learned. This cultural context helped students to understand the language in a broader, more meaningful way, enhancing their cultural competence and contextual understanding.

The teacher utilized various resources to find suitable podcasts, including educational podcast directories, recommendations from colleagues, and feedback from students. Sample episodes were reviewed and evaluated against the criteria before making final selections.

#### ***Classroom Implementation***

The implementation of podcasts in the classroom involved several structured steps to maximize their educational impact:

1. **Pre-listening Activities:** These activities prepared students for the content they would hear. Preparation included providing background information, key vocabulary lists, and contextual details relevant to the podcast. Pre-listening discussions helped activate prior knowledge and set the stage for effective listening.
2. **Listening Sessions:** Students listened to the podcast individually or in groups during listening sessions. The teacher used various techniques to enhance engagement, such as pausing the podcast for discussion, asking predictive questions, and encouraging note-taking. These techniques helped maintain focus and facilitated comprehension.
3. **Post-listening Activities:** After listening, students engaged in various activities designed to deepen their understanding and encourage practical application of language skills. These activities included summarizing the podcast content, debating the topics discussed, creating responses or reflections, and producing their own podcast segments. Group discussions and collaborative projects were central to these activities, promoting peer interaction and critical thinking.
4. **Assessment and Feedback:** Regular assessments and feedback sessions were integral to the implementation process. These assessments included quizzes on podcast content, reflective journals,

peer reviews, and oral presentations. Feedback from the teacher and peers helped students identify areas for improvement and celebrate their progress.

## Discussion

**Effective Selection is Crucial.** The relevance and engagement factor of podcasts significantly impacts student motivation and learning outcomes. Woldemariam (2021) confirms that the selection criteria must apply. Besides, teaching scenario is important too, since **Preparation Enhances Comprehension.** Pre-listening activities as studied by Madani & Kheirzadeh (2022) are essential for preparing students and enhancing comprehension. **Collaboration Fosters Deeper Learning.** Tenenbaum et al (2020) stated that interaction improves learning quality. Activities and interactions related to podcast implementation support a better learning experience. Group discussions and collaborative tasks promote critical thinking and practical language use. No matter how well the preparation and the materials are, **Flexibility and Adaptability** are definitely necessary to anticipate whatever may happen in the classroom. Ismail and Aziz (2020) agree that those are part of teaching listening strategies. The teacher's ability to adapt strategies based on student feedback and classroom dynamics is vital for success. Another thing to consider is to **Integrate Diverse Content.** Incorporating a variety of podcast topics and formats can cater to different interests and learning styles. Additionally, **Fostering a Collaborative Environment** can encourage open communication and teamwork to enhance the collaborative learning experience. Lastly, **Continuous Evaluation** must be done to regularly assess and refine the selection and implementation strategies based on student feedback and learning outcomes.

## CONCLUSION

Integrating podcasts in higher education EFL classrooms within a collaborative learning framework offers significant benefits for language acquisition and student engagement. By carefully selecting relevant and engaging content and implementing structured pre- and post-listening activities, educators can enhance the learning experience. This study provides valuable insights and practical recommendations for language educators aiming to incorporate podcasts into their teaching practices.

## REFERENCES

- Ismail, N. S. C., & Aziz, A. A. (2020). The teaching of listening strategies in ESL classrooms. *International Journal of Academic Research in Business and Social Sciences*, 10(6), 197-209.
- Johnson, D. W., & Johnson, R. T. (1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Allyn & Bacon.
- Madani, B. S., & Kheirzadeh, S. (2022). THE IMPACT OF PRE-LISTENING ACTIVITIES ON EFL LEARNERS' LISTENING COMPREHENSION. *International Journal of Listening*, 36(1), 53-67.
- O'Bryan, A., & Hegelheimer, V. (2007). Integrating CALL into the classroom: The role of podcasting in an ESL listening strategies course. *ReCALL*, 19(2), 162-180.
- Rosell-Aguilar, F. (2017). State of the App: A Taxonomy and Framework for Evaluating Language Learning Mobile Applications. *CALICO Journal*, 34(2), 243-258.
- Tenenbaum, H. R., Winstone, N. E., Leman, P. J., & Avery, R. E. (2020). How effective is peer interaction in facilitating learning? A meta-analysis. *Journal of Educational Psychology*, 112(7), 1303.
- Woldemariam, A. Z. (2021). Selection and Evaluation of Podcasts in Teaching Listening Comprehension. *Journal of the Faculty of Education*, 11(17), 122-132.