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The use of Podcasts in English as a Second Language (ESL) Learning and Instruction

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Abstract

What is so-called as internet disruption alters the paradigms as well as realms of today's English language learning-teaching over the worlds, that is facilitating ESL learning through Multimedia language learning. Digital technologies-based language learning, podcasts, contribute to the authenticity of language learning (contextual learning), and thorough comprehension through words-images collaboration. This learning perspective is under the cognitive theory underpinning on the three assumptions; the dual channel assumption, the limited capacity assumption, and the active learning assumption. The implementation of the podcasts is to scaffold ESL learners by feeding treatments and giving help for fostering an English proficiency. Moreover the use of podcast is considered as an alternative language learning tool for helping developing speaking skills.

Keywords; Podcasts, English as a Second Language (ESL) Learning

INTRODUCTION

Todays' ESL learning and instruction claims the importance of e-language learning which is called as the use of multimedia based technology to facilitate the authentic language learning. Some academicians and professionals attempted to incorporate the multimedia as language learning media within pre-planned English curriculum producing more effective toward ESL learning result. It is thought that the presence of technology cutting down language learning contexts suggests it is a new trend altering the traditional perspective on ESL learning from the formal classroom context to the increasingly-productive one. The rapid development of current technology as the causal impact of the 21st century indicated by the information and technology development facilitates the ESL teachers and professionals to design their English course along with certain technologies as means of English language learning. As Zhen (2016) asserts on the use of multimedia in a foreign language learning in which multimedia has several advantages in language teaching as in, offering more information, saving more time, stimulating the learner's imagination as well as his creativity.

The term of multimedia in education is always interrelated to using a computer, a supporting means, in favor of upgrading ESL learning effectiveness. The fore-said term is integrated into CALL (Computer Assisted Language Learning). It is because of technology-based language learning. But then in line with the great improvement of digital technology, there are some digital media are properly considered as English language learning instruments such as an online podcasting program. Podcasts are today developed to be the alternative teaching media to facilitate or to support an English learner for developing speaking skills (Samad et al, 2017). Moreover

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podcasts as the dynamic approach of the digital technology in support with a computer's networking system are exploited by the English teacher to proceed in-classroom ESL learning and outside the classroom activities. According to Hasan and Hoon (2013), the podcasting pedagogy in ESL could greatly have helped the language learner to develop various language skills and they clarify the presence of the great effects of podcasting towards language skills and attitude levels which have been reviewed based on their literature reviews. Thus the use of podcasts as tools in ESL learning lead the learner not only supports speaking and listening skills, but also promotes grammar, pronunciation, and vocabulary.

Beginning to develop the increasingly-novel ways of language teaching in relation with creative technology application may lead to higher learning. The webs-based learning or interactive application / software which are mediated by computer and internet connection integrates texts, colorful graphical images, animation, audio-sound, and video in a single application, in favor of getting ESL learner well-facilitated. Moreover the use multimedia learning system can facilitate the great way to improve ESL learners' understanding to the target language. In such a way, as a language teacher might has designed English materials and found the creative ways to teach them through well-designed multimedia technologies (Gilakjani, 2012). It is thought that multimedia-based language learning assisted by CALL as complex multi-sensory experience to deeply explore as well as investigate the whole information through the presentation of the texts, figures, audio, as well as video. In addition Gilakjani shown the evidence suggesting the great combination of the words (written language) along with the images (graphical language) may lead ESL learner to integrate various types of information.

Multimedia, the multiple language learning media is mediated by a computer and/or the electronic devices, must be carried out by the combination of many types of medium. This is saliently well-executed, hence they can offer well-structured informative presentation, can improve memory, can let the EFL learner's active processing, can present more information at once. Afterwards an effort to obtain the main goal of language learning, EFL teacher needs to pay attention an another aspect of using language learning media, namely a combination of teaching methods as well as a stimulating interactive language classroom, environment-building. The notion of ESL learning methods-combination is driven from the boredom of the traditional language learning paradigm, apparently looks so monotonous, passive and unproductive. This paradigm is in line with the dominant presentation of the teacher by changing to the transmission models emphasizing on the ESL teacher's role with less ESL learner's existence to explore a language content.

With the development of current digital technology, ESL learners need the newest ways to facilitate them in a language learning. The fresh and creative language teaching methods are properly required for solving the problem being faced in order to increase their interest. Thereby the use of technology media must be collaborated and supported by applying the appropriate teaching methodologies accumulated from many years of the teaching experiences and teaching theories. This

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aim to easily making the language teacher convey the content of language materials to arouse learner's interest through the combination of multimedia use with support the appropriate language teaching methods. Eventually the presence of proper combination between multimedia with language teaching method is essential towards the language learning (Gilakjani, 2012).

In connection with the combination between technology media with language teaching methods, an English teacher must be able to design language learning methods in favor of properly delivering podcast materials or technological language contents (technology-based materials). The use of podcasting programs in ESL learning is stuttered as language learning materials consisting recorded programs, radio, TV programs, and the interviews, in which an effort to connect ESL learner with their own environment. This would has been carried out by going beyond the formal classroom activities. The served materials in particular webs would easily be downloaded and listened as language learning sources (Samad et.al, 2017). The use of podcasting as language learning sources has a significant effect towards developing both listening skills and the other language areas; pronunciation, grammar, vocabulary, and learning activities. Another benefits of using podcast is that the possibility of delivering the authentic materials in ESL teaching. Thereby it would bring the language learner closer to the target language and can affect the ESL learner's attitudes as well as motivation. In addition, regarding to a speaking fostering, it can lead the existence of confidence and even independence in a language exposure, a speaking ability. It thought that learner's motivation is built up by after doing a listening activity raising confidence and great interest to expose what he/she listened to the particular topic on the podcasts-list. Thus the use of enjoyable language learning ways may contribute to the learner's speaking performance (Samad, et.al, 2017).

According to Gilakjani (2012), on the principles of language learning assisted by the use of multimedia as in, the effectiveness of multimedia-based learning if learner's knowledge structures are activated prior to exposure to multimedia contents. This implies that activating the prior knowledge on experience as well as discovery can help to provide the organized structures from long terms-memory to comprehend and to reconstruct the current details from the working memory. The so-called principle above suggests on the theoretical underpinning on the use of the digital media in ESL learning, in which language learning paradigm is always linked-up to the school of language learning that is, constructivism. The theoretical basis truly relates to learner's structure of knowledge, in which this was early coined at 1990's taking an emphasis on EFL leaner's active engagement in the process of language learning and teaching (LLT). More theoretically this theory of language learning refers to the two general notions, that is cognitive constructivism as well as social constructivism. The fore-said perspective suggests knowledge leading to reconstruct and even reorganize language learner's experience. This perspective shows that knowledge is not simply transferred, but acquired through both experience and discovery. The henceforth views that language learning is considered as a process of

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interaction and collaboration amongst language learning participants (learner-teacher, learner-learner, and teacher-learners). Likewise language learning model has a function to invent social and interactive environments.

By reconstructing his own existing experience/inputs and relating them to new knowledge (Gilakjani, 2012). Moreover he puts forward according to his citation in Duffy and Cunningham (1996), that the process of knowledge-building up through not only obtained from the formal teaching in the classroom, but also obtained from the external important parts of the classroom materials under certain cultural backgrounds and designing thoughts in terms of using multimedia in ESL learning and teaching.

THE INCREASINGLY EFFECTIVE PODCASTS MEDIA IN ESL LEARNING

According to Sangkala, et.al, (2015), on the use of English language teaching podcasts, he suggests ELT podcasts ate considered as good media in an English classroom, hence it leads an English learner's interest and motivation particularly on improving a listening skill. Podcasting is viewed not only as an ELT tool for encouraging learner outside the classroom, it is thought that it can greatly help learner develop various language skills, as well like grammar, pronunciation, and vocabulary (Hasan and Hoon, 2013). One the potential merits reached through the use of podcasts namely the efficiency of time and the removable restriction of place which is enabling the ESL learner to always access audio and video files. Those have more opportunities to pause and resume into the next learning activities at regular intervals for a better understanding. In addition podcasting is properly deemed as an effective language learning media for developing English learning autonomy (Yaman, 2016).

The origin of using podcasting was firstly introduced by Ben Hammerley in a newspaper article written in 2004 on *Audible revolution.* He stated that all the ingredients of the digital technology serve such as MP3 Player, Apple's iPod, Audio production software which are free and cheap are as the new boom in amateur radio. Thus these are called as Audio-blogging, Podcasting, or Guerilla media (Yaman, 2016). Finally it was fairly termed as podcast in the digital world which encompasses both audio files, video files as well. Whereas Hasan and Hoon (2013) define the podcast as combination of terms; *Pod* and *Cast,* (*Pod* as Apple iPod and *Cast* as broadcast), as the series of audio files as well as video recordings which are stored on the websites with aid of Rapid Simple Syndication (RSS) feeds. RSS feeds as device allowing listener/viewer to download files through Pod-catcher software (iTunes). There so many podcasts found on iTunes store, such as television podcasts, radio podcast, classroom podcasts, and individual/collective podcasts. The growing use of multimedia-assisted language learning could has altered the learner's English learning perspective, in which the language learners felt so fine, in which those are interested in a new way to learn as well as develop English skills through digital technology's device such as podcasts. Podcast might have impacted positively towards English development. According to Zhen (2016), a study on multimedia in an English

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teaching that he suggests there are some advantages of using podcasts, namely building language learner's interests, improving learner's self-learning ability (learning autonomy), improving language learner's innovative ability, managing learner's innovative ability, building student's communication skills, and upgrading learner's classroom capacity as classroom participations.

Podcasts as Authentic Language Learning Sources

Determining the appropriate materials is as a key instrument in English language learning, in which most of the scholars attempted to acknowledge a design of English materials and also the importance of its authenticity. As Richards (2001, in Ahmed, 2017) states that language teaching over the world could not be more successful without the extensive use of commercial materials. One important notion on the concept of authentic materials. One important notion on the authentic materials (the authenticity of course), is truly comprehensive as well as wide to be taken for granted. In Ahmed's article (2017 in Nunan, 1997), on the notion of authenticity relates to materials used in a given teaching activity, then he recommends on the four types of the authenticity, such as authenticity goal and authenticity of environment, authenticity of texts, authenticity of task, and learner's authenticity. The learner's authenticity as the realization and student's acceptance driven by the learner and the authenticity of texts, tasks, set of materials along with learning activities. The last authenticity refers to how a student authenticates English materials along with learner's more learning autonomies in ESL learning. Then building up the effective engagement in connecting ESL learner's interest, determining background knowledge, experience, and stimulating learner's efforts to English exposure.

The use of podcasts as the authentic materials can serve many kinds of learner's demands anywhere and anytime. It permits language learner to access educational materials at house or anywhere, as well. In addition the use of podcasts is unlimited by time, place, and modes of material (Nataatmadja and Dyson, 2008). As result in this paper, a writer presents some particular suggested guidelines of designing educational podcasts showing up the authenticity of materials (in accordance with Wisconsin university guidelines, Nataatmadja and Dyson, 2008); a teacher needs to choose appropriate contents of learning, determining the goals of language learning, designing an English language contents, producing the podcasts related to the student's demands, and integrating the podcasts into the subjects.

The Principles of Podcasts-Media in Language Learning

As cited in Gilakjani (2012), the aim of using multimedia in ESL learning to maximize and to promote learner's comprehension through collaborating words and pictures which is consistent on the ways learner studies. The same he suggests a cognitive theory on the use of multimedia in ESL learning which is underpinning on the three assumption, in which these are previously suggested by cognitive science research on the nature of human language as in, the dual channel assumption, the assumption taking account on the human's separate information processing system of

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the visual and verbal representation. The limited capacity assumption, i.e. the number of processing which can take place within each information processing channel is limited. The active learning assumption, namely the meaningful language learning in the engagement of the active cognitive processing through paying attention to the relevant incoming words, and picture combination which organizes the verbal and pictorial representation mentally-coherent. And also the presence of the integration between verbal and pictorial representation with prior-knowledge. Thus this assumption can support the problem-solving transfer of ESL learning process.

The use of podcasting-assisted ways as a language learning media must have properly been considered for being an instrument in ESL learning by constructing the basic principles of designing it as part of language learning processing. According to Gilakjani (2012), he identifies 8 principles of using the digital media, such as podcasts, etc. in English language learning, and reveals under a scientific research that suggests what contribution towards the students is. The important principles of the digital media can be see, as in;

1. The combination of words and pictures; the written and spoken textual words, static graphics, images, animation and videos can contribute more effective than words stand alone. It can let the brain process more information in a memory, but narration and video are much more effective and even productive than the narration and texts do.

2. Digital multimedia with the focused learner; the use of this will be effective if the learner's attention is not split. Learner's split occurs in the irrelevant contents of the subject which are so far apart. So the contents should be related to the students altogether. If the related contents are presented together in time visually, a language learning will be more effective. This is done in order to avoid the brain working more in integrating the desperate sources of the information.

3. The contents of multimedia language learning without extraneous and redundant information; the most salient content in multimedia use in ESL learning is only the content-relevant and even aligned to the objectives of language learning. Thus language learning can properly be conducted if the irrelevant and uninteresting contents must be eliminated.

4. Language learning with multimedia will be more effective with interactive ways and learner's control; the language learner must control the way they are increasing the contents, and they must have interactive ability to interact with the presentation being done.

5. The effectiveness of multimedia in ELL with learner's knowledge structures are activated prior to expose the multimedia contents; the structures of organizing information must firstly be activated. This is done in order to help the language learner recall and even require the structure helping them to conceive the information. The activation can be done through allowing the learner to preview the contents via demonstration, discussion, recall, and with written description by directing the prior knowledge, signaling what is important, and showing how the contents are organized. Thus the activation of knowledge can provide the

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structures to understand as well as organize the new information from the working memory.

6. The effectiveness of multimedia learning with animation; the inclusive animated contents in multimedia language learning would have effectively been used. The use of multimedia animation appears to be the most important when a learner will have difficulty in presenting the sophisticated contents/materials. It is thought that the student is allowed to have an ability to manipulate and even design various facets of the animation. Surprisingly the use of animation should be accompanied with narration, so the visual and auditory properly blend each other.

7. The effectiveness of multimedia learning is engaged or incorporated with the presentation activities; the learner's engagement between the language learning contents and their formats are the most effective, because the learner's active engagement helps constructing knowledge and organizing the information into meaningful schema. The use of presentation format is more personalized, in which it can engage the learner effectively. Presentation is more conversational tone than the formal tone.

8. The effectiveness of multimedia learning is achieved when the learner can apply the newly acquired information and receive feedback; a teacher should provide the opportunity for the language learner to apply the acquired knowledge then to expose it. It is likely effective to strengthen knowledge they acquired by integrating it with their reality. Moreover giving feedback is an important role in a language learning process by showing their progress on an ongoing basis. The use of feedback is oriented to help keeping learner progressed and stay engaged. And also it can reinforce what they learnt as well as correct any misconceptions.

THE PODCASTS AND THE IMPLEMENTATION OF USING PODCASTS

As times, the use of IT tools could have been as the strange and even the new ones. It is said it was so hard to take it action in a language learning activity. Technology use has absolutely provided the large scale methods of supporting a new student or being a new student feeling strange of using a digital technology tool in ESL learning. This is suggested by Nataatmadja and Dyson (2008), on the use of current multimedia learning, podcast has joined e-learning as a method of scaffolding ESL learners by feeding treatment, giving help for improving their skills, as well. An effort to support ESL learner can be carried out through designing an English curriculum along with its materials must have properly been appropriate and accessible towards the students. The nature of podcast as a learning media is meant to decrease or to omit the role of teacher, but to help them to engage the ESL learner to the authenticity of language learning (contextual language). This can contextually be executed by that ESL learner is encouraged to visit the classroom, that is 5 percent for a lecture attendance along with appropriate and interesting classroom activity design (using videos and interactive discussion). The rest 95 percent must be made use to maximize the use of the multimedia learning modules.

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In line with the advantages of using podcasts over radio or TV English programs and others, as Fox (2008) revealed several podcasts' features making them much more superior than the other tools, as in; podcast can form an educational point of view which has critical features, that is content choice, portability, and time-shifting opportunities. Podcast can give the unique repository of authentic oral language materials. The fact that English is the dominant internet language, so there are so many choices (programs) using English as the language programming or as main means of activating a computer. Podcast can be utilized to make an interactive dialogue between the podcast user with podcaster. In addition Fox (2008) mentioned 4 types of podcast, namely; drill podcasts, such as the *virtual language school* [http://www.virtuallanguageschool.com/English/], the pedagogical podcasts, such as *Splendid Speaking,* the presentation skills or *Breaking News English* [http://www.breakingnewsenglish.com]; consists of also grammar exercises on the topical items, simplified language podcasts, such as *The Voice of America's Special English* [https://www.voanews.com/specialenglish/]; slow delivery and restricted vocabulary appropriate to the beginners, Student-produced podcasts, such as *Bardwell Road* [http://bardwellroad.Podomatic.com]; provides programs like a weekly podcasts as part of a course assignment.

Eventually there are several uses of podcast in ESL classroom by listening for a pleasure or as a homework; for the lower learners can listen with a transcript, with a pre-prepared teacher's glossary, and a slow-down version helping them to make the activity accessible. In relation with the implementation of podcast, Chan et.al, (2011) has designed as well as used podcast to supplement classroom instruction. The use of podcasts outside the classroom had a significantly positive attitudes, and most of the students started to lay on the use of podcasts-based learning. And also Chan and Lee (2005) facilitating and maximizing the use of podcasts can reduce the learners' anxiety and create a sense of belonging to a learning community. Moreover podcast is thought that this can provide more authentic and personal experience towards ESL learners in various skills (Li, 2010, in Hasan & Hoon, 2013). According to Hasan & Hoon (2013), a study suggests that the use of CALL claimed that the success of implementing new technologies in ESL learning environment are dependent on the firmed commitment and engagement of the related group of learning, as in teachers, administrators, stakeholders, and curriculum and material designers. It is worthily noted that podcast program has very a significant and potential role as a rich resource of input as well as instruction for language learners. Podcast is also thought as a tool to transform an English instruction.

The use of podcasts is relatively correct concept in ESL learning or in the educational realm what is called by Yaman (2016), something newer is not always considered as the better one, but the current novelty which can be practical and in a proper running of the application process. In relation with the use of digital technology/podcasts' merits, namely motivating language media; omnipresent tools along with no time and place restriction, learner's autonomy, online and offline podcasts, digital nativism, the development of listening skills and pronunciation, the

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great effects on the other language skills, open resources, authenticity (native use of language), and interactive involvement of teacher-students.

In the technology and information era, it brings us the development of the technology function in human lives. These can be reflected in the educational realm. The advent of technology use has contributed much towards teaching and learning activities. in the use of the easier and significant tool, podcast, constitutes a quite significant dimension in the context of ESL language teaching, hence these cover audio and video files created or adapted to specifically serve a didactic purpose, thus these can be accessed or downloaded through some officially particular webs (Yaman, 2016). Responding to the current development of technology and information. Teacher and student are to keep pace to prepare by assuming the new responsibility by suggesting ten openers to enhance a learning process, namely which are abbreviated (WE-ALL-LEARN); WE as web searching in the world of e-books, E-learning and blended learning, ALL as Availability of open source and free software, L-everaged resources and open source ware, L-earning object repositories and portals, L-earner participation in open information communities, E-lectronic collaboration, A-lternative reality learning, R-eal time mobility and portability, N-etworks of personalized learning (Yaman, 2016).

Therefore the implementation of technology in educational paradigm is indispensible in language learning process using technology cannot be separated from the necessity of reaching language learning objectives. Thus the necessity of podcasts-based language learning is oriented to have the necessity of development of modern educational technology, the need of a quality education, and the need of student's cognitive mental (Zhen, 2016).

PODCASTS IN SPEAKING SKILLS-PROMOTION

The availability of new trend in ESL learning leads the practitioners to tend the new ways of language learning by leaving out the traditional ones. Digitalization approach gave the colorful perspective in language teaching today. English which is considered as a global language which must be spoken in the globalized world is no more learnt in the traditional classrooms, but it would have been situated in a web-based environment. This ensures as well as promotes learner's speaking skills. Fortunately the presence of podcasts as a part of digitalization ensures the fastest language learning amongst the language learners. Moreover the modern language learning setting with podcasting model may offer the chances to enhance speaking skills, pronunciation, listening skills, and presentation skills (Jain & Hashmi, 2013).

As foresaid notion on the authenticity of English materials, Jain and Hashmi emphasize that the use of podcasts-based language learning can contribute towards not only to broaden the possibility of faster learning (language learning acceleration), but also to give the constructive and virtual language learning materials. This paradigm may have shown the nature of language learning which must be in a naturally authentic language learning settings/environments. Podcasts are considered as the authentic language learning tools is additionally revealed by Samad et.al,

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(2017) is the digital recording with recorded programs from TV, Radio, Interviews, and recorded programs intentionally made for ESL learning , in which it is an alternative teaching media to help the learner develop their own speaking skills. Developing speaking skills are thought to even develop the interactional and transactional skills, hence it is the representation of an interactive process involving producing and processing information to serve the interactional and transactional languages. A speaking is the productive skill with systematic verbal utterances carrying out a meaning (Nunan, 2003, in Samad et.al, 2017).

It notes that a speaking skill as an important role in developing an English program in schools or in educational institutions. This realm is closely-related to what Rajpal, et.al, (2011) suggests in his article that the availability of different percentages amongst the four language skills which are adapted from Rivers and Ternerley (1978), listening skills consist of 45%, speaking skills consist of 30%, writing skills consist of 16%, and reading skills consist of 9% . In sum, from the four English language skills, listening and speaking skills have an effectively-dominant role. These skills are mostly accommodated to foster the language learning by directing the learner to focus in on the specific English lesson in form of English for a Specific Purposes (ESP). And in a highly educated professional, a businessman tends to do an English listening and speaking according to their convenience.

Promoting an English speaking ability is directly caused by the problematic realm on the use of a spoken language amongst the society. It is based on Samad's study (2017) study on the difficulties being faced by the senior high school 11 of Banda Aceh, Indonesia, that is those are difficult in expressing ideas, choosing correct structures, lacking of producing appropriate vocabulary and producing correct pronunciation. Thus those problems transpired as ESL learners lacking ability to expose a spoken language. At this rate, a writer prepares an alternative English teaching media in favor of making the learning problem over, that is podcasts as media which are oriented to be an opportunity for teacher for developing new English learning models and styles, and an opportunity for being techno-teachers and being smart rooms. These digital paradigms may be led to revolutionize the traditional classroom atmosphere (Rajpal, et.al, 2011). These technicalities can solve English listening speaking problems. The presence of alternative media, podcasts, could possibly help students to expose an English appropriately. By easily accessing the podcasts-based language learning, these can provide the great opportunities for teachers in terms of scaffolding ESL learners in fostering a spoken language (Samad et.al, 2017).

Moreover in promoting a speaking proficiency, there are some linguistic features which must be discerned as well as those involve grammar, fluency, accuracy, vocabulary, and pronunciation. These are thought as the most principle aspects of a speaking skill (Duong, 2014 in Samad, 2017). In relation with that, Nunan (1989 in Samad, 2017), reveals that the successful speaking must be involved by the appropriate conversational formula, a good ability of phonological features, the mastery of English sound stress, and the acceptable degree of fluency. Eventually,

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Brown (2004 in Samad, 2017) states that there are two aspects on a successful English speaking, that is micro-skills by producing small chunks of language (morphemes, phonemes, words, collections, and phrasal units), in which this underlies on sentence level focusing on the ability to produce sentence. The henceforth macro skill refers to English exposure which focuses on the larger elements of a language 9function, fluency, style, cohesion, discourse, non-verbal communication, and strategic options. So these macro skills emphasize on the communicative functions of the language. Thereby the use of digital tools to promote a speaking skills is termed as CALL, which bases on the superiority of technology applications/software by using podcasts as alternative English learning media cover material design, technologies, authentic materials, and methods of English instruction. These aspects will bring proper quality of language learning activities (Samad, 2017).

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