

**A TREND ANALYSIS OF PODCAST AS DIGITAL ENGLISH TEACHING
MEDIA**

Agus Hidayat ✉

English Education Department
UIN Raden Intan Lampung

Indonesia

Article Information

Received: September 16, 2024
Revised: September 18, 2024
Accepted: September 22, 2024

Abstract

This study explores the emerging trends in the use of podcasts as digital English teaching media through a comprehensive bibliometric analysis. By analyzing patterns in academic publications from 2013 to 2023, the research aims to uncover key themes, influential authors, and emerging trends within this domain. The findings indicate a significant growth in research focused on podcasts, highlighting their potential to enhance English language learning by providing authentic and accessible content. Despite some fluctuations in publication frequency, the overall trend shows an increasing interest in this area, suggesting that podcasts are becoming an integral part of digital English teaching strategies. This study not only provides valuable insights for educators and researchers but also identifies gaps in the literature, paving the way for future research directions to better utilize podcasts in language education.

Keywords: Podcast; Trend Analysis, English; Teaching Media

Introduction

Media in language teaching plays a crucial role in engaging students and providing real-world context for language learning. By incorporating various forms of media such as videos, podcasts, and news articles, teachers can create dynamic and interactive lessons that cater to different learning styles (Maria et al., 2005). Additionally, media can expose students to authentic language use and cultural nuances, helping them develop a deeper understanding and appreciation for the language they are learning. Integrating media into language teaching can enhance students' motivation and language proficiency (Luh et al., 2023).

Teaching media helps students stay up-to-date with current events and trends in the target language, making their learning experience more relevant and practical. Furthermore, media can spark meaningful discussions and debates in the classroom, allowing students to practice their language skills in a meaningful and engaging way (Stephen & Stephen, n.d.). Incorporating media

into language teaching not only enhances students' language abilities but also fosters a deeper connection to the language and culture they are studying.

Digital teaching media provides a more engaging and interactive experience for students, allowing them to actively participate in their learning. This can lead to increased retention of language skills and a more enjoyable learning process (Neelakandan et al., 2022). By utilizing digital teaching media, educators can create a more immersive language learning environment that mirrors real-life communication scenarios, ultimately better preparing students for using the language in practical settings. The integration of media into language teaching offers numerous benefits for both students and educators alike (Alkamel, 2018).

In recent years, podcasts have become a popular and effective tool for English language learners seeking to improve their language skills (Drew, 2017). With the rise of digital media, podcasts offer a convenient and accessible way for students to engage with authentic English content outside of the classroom. As such, there is a growing interest in exploring the potential of podcasts as a digital English teaching media (Phillips, 2017).

Some students may prefer listening to podcasts while commuting or exercising, while others may choose to listen during their downtime. Additionally, podcasts cover a wide range of topics and genres, allowing learners to explore various aspects of the English language and culture (Chan et al., 2011). As research on the effectiveness of podcasts in language learning continues to grow, educators are finding innovative ways to integrate this digital media into their teaching practices.

Bibliometric analysis is a method that involves analyzing patterns in academic publications to gain insights into the trends and impact of research in a particular field (Satish et al., 2021). By conducting a bibliometric analysis on research related to podcasts as digital English teaching media, the researcher aimed to identify key themes, influential authors, and emerging trends in this area (Hidayat et al., 2022). This study will help us better understand the current state of research and provide valuable information for educators and researchers interested in utilizing podcasts as a language teaching tool.

Furthermore, bibliometric analysis will also identify potential collaborations between researchers working in this area and highlight opportunities for future research projects (Kasia et al., 2019). By mapping out the network of authors and institutions involved in researching podcasts as digital English teaching media, connections and partnerships may occur lead to new insights and innovations in language education.

Previous bibliometric studies have been conducted on teaching media, such as social media (Hashim et al., 2018), VOSviewer (Husaeni & Nandiyanto, 2022), digital technology (Mustapha et al., 2021), mobile learning (Zafrullah & Ramadhani, 2024), and artificial intelligence (Zafrullah et al., 2024). However, no bibliometric study has been conducted to analyze the use of podcast as teaching media. Therefore, the researcher was interested in conducting a study on this topic.

Through his analysis, the researcher hoped to shed light on how podcasts are being used in English language teaching, what topics are being covered in research studies, and what gaps exist in the literature that could be addressed in future studies. By examining the quantity and quality of research output on this topic, we can assess the impact and significance of using podcasts as a digital English teaching media (Hew, 2008).

This study aims to provide a comprehensive overview of the current state of research on using podcasts for English language learning. By delving into the bibliometric data surrounding this topic, the researcher hopes to offer valuable insights that can inform future research directions and contribute to the ongoing conversation about how best to leverage digital media for language education. Stay tuned as we delve deeper into our findings and uncover key takeaways from our bibliometric analysis of podcasts as digital English teaching media.

Methods

Bibliometric analysis is used to accomplish the objectives mentioned in the introduction. It is a statistical analysis of published articles (Ding et al., 2016). It helps to establish the publishing profile of the topic and uncover trends within the field. To enhance the utilisation, organisation,

and interpretation of data in a specific field of study, bibliometric analyses examine a range of bibliographical sources (Merigo et al., 2015). This analysis provides in-depth information, including the frequency of keywords, citations, and authors across various time frames (Rusly et al., 2019).

An analysis of publication data over time can be conducted by examining the frequency of keywords, citations, and authors. By utilising the Scopus database and Scopus indexed material, a total of 20 articles were obtained for this study. The researchers chose the Scopus database as their data collection source. The analysis focused on the keywords that were searched, namely "Podcast," "EFL," "Teaching Media". The research topics are addressed through the use of network visualisation and bibliometric indicators. Scopus provides accurate citation results and comprehensive profiles of researchers through the use of advanced tools and analytics. The analysed documents were published from 2013 to 2023. In this study, the researchers utilised the bibliometric analysis method proposed by (ZAREA et al., 2017).

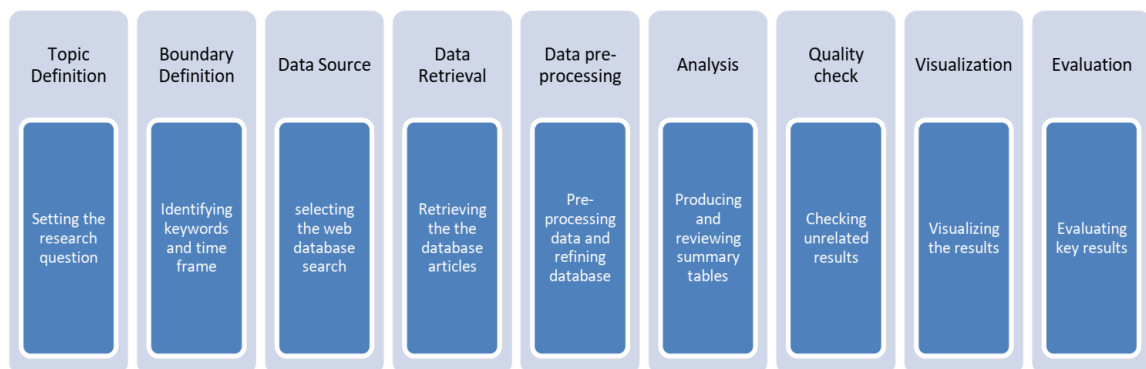


Figure 1. The Analysis Procedure

The researchers entered the specified terms into the Scopus database. The researchers focused their study on the "Podcast," "EFL," and "Teaching Media" to obtain more meaningful data. Without the restriction, the data collected would be overly extensive and encompass a wide range of fields. In addition, the researcher also restricted the timeframe for publication. The time frames were restricted to a decade of publication, specifically from 2013 to 2023.

The data was extracted into RIS and CSV formats, which are commonly used in academic research and data analysis. MS Excel, VOSviewer, and Publish and Perish were utilised to process the data. In addition, the bibliometric networks were visualised using VOSviewer version 16.17

Findings and Discussion

The examination of the 20 chosen articles uncovers information regarding the expansion of the research, the journals that are most actively engaged with the topic, the distribution and simultaneous occurrence of author keywords, the authors who are most actively involved, and the collaboration among authors.

Research Growth

The researcher monitored the research trends and development by examining the publication years of articles. The research experienced significant and rapid growth. A total of 20 articles were published by multiple journals during the span of ten years. The initial documented article was published in 2013. In the subsequent year, research on this topic increased, albeit not substantially. A total of eight articles were published in the year 2017. There was an unforeseen decline in the number of publications in 2020. During that particular year, a solitary article was published. In 2022, the number of published research articles increased to four. In the specified time frame, the year 2023 stood out as the period with the highest number of published articles, totaling five. Table 1 provide comprehensive information regarding the quantity of publications.

Table 1. The Number of Published Articles

No.	Year	Number of Publication	Percentage (%)
1	2013	1	5
2	2014	0	0
3	2015	2	10
4	2016	3	15
5	2017	2	10
6	2018	1	5
7	2019	0	0
8	2020	2	10
9	2021	4	20
10	2022	5	25
Total		20	100

According to Table 1, the year 2022 had the highest number of publications, with a total of five articles being published. In addition, the years 2014 and 2019 had the fewest publications, with no articles being published.

The Most Active Journal

Using the imputed keyword in the Scopus database, the researcher discovered 18 journals that had published articles on podcasts as English teaching media. The number of articles published by each journal differed. The CALL-EJ published the greatest number of articles on the topic, with three publications. The remaining 17 journals each published a single article on the topic. Table 2 presents detailed data.

Table 2. The Most Active Journal

No.	Journal	Number of Publication
1	CALL-EJ	3
2	Asian EFL Journal	1
3	Computers and Education	1
4	Computers in the Schools	1
5	Educational Media International	1
6	Educational Technology and Society	1
7	Educational Technology Research and Development	1
8	ELT Journal	1
9	English Language Teaching	1
10	Frontiers in Education	1
11	Humanities, Arts and Social Sciences Studies	1
12	International Journal of Applied Linguistics	1
13	International Journal of Language Education	1
14	International Journal of Listening	1
15	JALT CALL Journal	1
16	Journal of Adolescent and Adult Literacy	1
17	LLT Journal: Journal on Language and Language Teaching	1
18	Pixel-Bit, Revista de Medios y Educacion	1

Analysis of Author Keywords and Co-occurrences of Author Keyword

The keywords analysis shows that keywords frequently used by authors are podcast (14 occurrences), effect (4 occurrences), and EFL learners (4 occurrence). The second most frequently used keywords are skills (3 occurrences), use (3 occurrences), comprehension (3 occurrence), impact (3 occurrences), and EFL students (3 occurrences). Furthermore, the researcher also found the least frequent keywords with only 2 occurrences, namely development. The detailed data is in Table 3.

Table 3. Keywords Analysis

No.	Keywords	Occurrence
1	Podcast	14
2	Effect	4
3	EFL Learner	4
4	Skills	3
5	Use	3
6	Comprehension	3
7	impact	3
8	EFL Students	3
9	Development	2

The VOSviewer application was used to analyze the Co-occurrence of the terms. The analysis revealed that there are three clusters exist. Based on the extracted bibliographic data, full counts had been performed resulted in nine keywords and two clusters. The first cluster consisted of five items, namely "development, effect, EFL learners, skills, and use. The second cluster consisted of four items, namely comprehension, EFL students, impact, and podcast



Figure 2. Network Visualization of Co-occurrence by Author Keywords

To expand the discussion based on Figure 2, it is clear that terms such as "effect," "skills," and "use" are frequently used, indicating a focus on measurable outcomes, practical applications, and the direct impact of educational methods or programs. This suggests that much of the existing

research is centered around understanding how educational interventions affect student outcomes and skill acquisition, as well as how educational tools are used in practice. These themes align with the immediate concerns of educators and policymakers who prioritize observable, short-term results.

In contrast, the term "development" is mentioned in only a few study publications. This scarcity implies that less attention has been given to the longer-term or more complex processes involved in educational development, such as the gradual progression of student abilities, cognitive development, or the evolution of teaching methodologies. This gap offers an opportunity for future research to delve into the underexplored area of development, which might include longitudinal studies, research into teacher professional growth, or the development of educational systems over time.

The limited focus on "development" could also reflect a research trend that prioritizes quick, tangible outcomes over more abstract or time-intensive areas of study. Scholars may be encouraged to fill this gap by investigating the developmental aspects of education, offering a more comprehensive view that complements the existing focus on effects and skills. This shift could enrich the field by providing insights into how educational practices evolve and influence long-term success, both for individuals and institutions.

In summary, while the frequent use of terms like "effect," "skills," and "use" points to an emphasis on immediate outcomes, the relative absence of "development" highlights a potential research gap. This opens the door for scholars to explore broader, developmental issues that are crucial for understanding the deeper, more sustained impacts of education.

The List of Authors

The analysis revealed that there are 20 Scopus-indexed articles between 2013 and 2023. The detailed list of the articles and other supporting information is contained in Table 4.

Table 4. The List of Research Publications on Podcast as Teaching Media

No.	Author	Article	Journal	Year of Publication
1	N. Al Qasim	From Call to Mall: The Effectiveness of Podcast on EFL Higher Education Students' Listening Comprehension	English Language Teaching	2013
2	M.R. Farangi	The Effects of Podcasting on EFL Upper-Intermediate Learners' Speaking Skills	CALL-EJ	2015
3	B. Kelsen	The Influence of Interest and Prior Knowledge on EFL Students' Current News Article/Podcast Reading and Listening	CALL-EJ	2016
4	H. Hamzaoglu	The Application of Podcasting as an Instructional Tool to Improve Turkish EFL Learners' Speaking Anxiety	Educational Media International	2016

5	S. Naseri	Podcasts: A Factor to Improve Iranian EFL Learner' Self-Regulation Ability and Use of Technology	Educational Technology and Society	2016
7	S. Şendağ	Impact of Repetitive Listening, Listening-Aid and Podcast Length on EFL Podcast Listening	Computers And Education	2018
8	T. Abdulrahman	The Impact of Podcasts on EFL Students' Listening Comprehension	International Journal of Language Education	2018
9	A.A.M.H. Al-Ahdal	Overcoming Pronunciation Hurdles in EFL Settings: An Evaluation of Podcasts as a Learning Tool at Qassim University Saudi Arabia	Asian EFL Journal	2020
10	C. Angelia	EFL Learners' Attitude Towards Podcasts for Extensive Listening	LLT Journal: Journal on Language and Language Teaching	2021
11	H.C. Yeh	Effects of Podcast-Making on College Students' English-Speaking Skills in Higher Education	Educational Technology Research and Development	2021
12	A. Azmee	The Impact of the Podcast (BBC Sounds) To Raise Metacognitive Awareness in Developing L2 Listening Comprehension Among Bangladeshi Undergraduate Learners	CALL-EJ	2022
13	H. Bozorgian	Autonomous Use of Podcasts with Metacognitive Intervention: Foreign Language Listening Development	International Journal of Applied Linguistics	2022
14	K. Khotimah	Chronicling Indonesian EFL Students' Engagement in Podcast-Based Speaking Activities in Online Learning Milieu: A Self-determination Theory Perspective	JALT Call Journal	2022
15	R.T. Ingham	A Self-Produced Podcast to Support EFL Learners in Japan	ELT Journal	2022

16	A. Nikbakht	The Effect of Video Podcasts on Learning English Proverbs by Iranian EFL Learners	Frontiers In Education	2023
17	C.W.Y. Chen	Lend Me Your Ears: A Study on Taking the Role of Podcasters by Taiwanese EFL Learners	Computers In the Schools	2023
18	H. Barjesteh	Effects of Pre-Listening Task Types on the Development of EFL Learners' Listening Comprehension Ability	International Journal of Listening	2023
19	K.M. Suvarnaphaet	Use of Podcasts to Develop Students' Speaking Skills	Humanities, Arts and Social Sciences Studies	2023
20	M.G. Fernández-Sesma	Teaching English in Elementary School: Strengthening Vocabulary and Pronunciation Through Podcast	Pixel-Bit, Revista De Medios Y Educacion	2023

The findings of this study provide a comprehensive overview of the trends and developments in the use of podcasts as digital teaching media for English as a Foreign Language (EFL) learners over the past decade. This section will discuss the key insights from the data analysis, highlight the implications for educators and researchers, and suggest areas for future research.

The research on podcasts as digital teaching media has seen significant growth from 2013 to 2022. The data indicates a fluctuating yet upward trend in the number of publications, with a notable peak in 2022 when five articles were published. This suggests a growing interest and recognition of the potential of podcasts in EFL teaching. The initial years, particularly 2013, marked the beginning of this research trend, but it was not until 2017 that a more substantial increase in publications was observed. The dip in 2020 could be attributed to global disruptions caused by the COVID-19 pandemic, which might have affected research activities and publications.

The analysis identified 18 journals that have contributed to the literature on podcasts as teaching media. The CALL-EJ journal emerged as the most prolific, with three publications on this topic. Other journals contributed one article each, indicating a wide but shallow distribution of research across various platforms. This dispersion suggests that while interest in the topic is widespread, it may benefit from more concentrated efforts and dedicated special issues or series in prominent journals.

The keyword analysis revealed that the most frequently used keywords were "podcast," "effect," and "EFL learners." This highlights the primary focus on understanding the impact of podcasts on EFL learners. Keywords like "skills," "use," "comprehension," and "impact" further underscore the interest in evaluating how podcasts enhance various aspects of language learning. However, the relatively lower occurrence of keywords related to specific teaching strategies or theoretical frameworks suggests that more detailed investigations into the pedagogical approaches and underlying theories of using podcasts in EFL education are needed.

The findings of this study have several implications for educators and researchers. For educators, the increasing body of research supports the integration of podcasts into EFL curricula as a means to provide authentic language exposure and enhance listening skills. The diverse range of topics and the flexibility of podcast consumption make it a valuable tool for engaging students and catering to different learning preferences.

For researchers, the study highlights the need for more focused and in-depth research on specific aspects of podcast use in EFL teaching. Future studies could explore the long-term effects of podcast-based learning, the effectiveness of different podcast formats, and the role of interactive features in enhancing learner engagement. Additionally, comparative studies between podcasts and other digital media could provide insights into their relative effectiveness and best practices for integration into language teaching.

Based on the analysis, several gaps and opportunities for future research have been identified. Firstly, there is a need for longitudinal studies that track the impact of podcast use over extended periods to understand its long-term benefits and challenges. Secondly, research should explore the integration of interactive elements within podcasts, such as quizzes and discussions, to enhance learner engagement and comprehension. Thirdly, studies comparing the efficacy of podcasts with other digital and traditional teaching media could provide valuable insights into the optimal use of different media in EFL education.

Furthermore, there is a need for more collaborative research that involves multiple institutions and cross-disciplinary approaches. Such collaborations could lead to more comprehensive studies and the development of best practices that can be widely adopted. Lastly, the impact of cultural and contextual factors on the effectiveness of podcasts in different educational settings should be examined to provide a more nuanced understanding of their utility in diverse contexts.

Conclusion

The trend analysis of digital English teaching media, specifically podcasts, reveals a growing interest and body of research in this area. The findings underscore the potential of podcasts to enhance EFL learning and the need for more focused and collaborative research efforts to fully harness this potential. By addressing the identified gaps and pursuing the suggested research directions, educators and researchers can better understand and utilize podcasts as a powerful tool in language education.

References

- Alkamel, M. (2018). The Use of ICT Tools in English Language Teaching and Learning: A Literature Review. *Journal of English Language and Literature*, 5(2), 29–33.
- Chan, W. M., Chi, S. W., Chin, K. N., & Lin, C. Y. (2011). Students' perceptions of and attitudes towards podcast-based learning – A comparison of two language podcast projects. *Electronic Journal of Foreign Language Teaching*, 8, 312–335.
- Ding, J., Ahlgren, P., Yang, L., & Yue, T. (2016). Document Type Profiles in Nature, Science, and PNAS: Journal and Country Level. *Journal of Data and Information Science*, 1(3), 24–41.
- Drew, C. (2017). Edutaining audio: An exploration of education podcast design possibilities. *Educational Media International*, 54(1), 48–62.
<https://doi.org/10.1080/09523987.2017.1324360>
- Hashim, K., Rashid, A., & Atalla, S. (2018). Social Media for Teaching and Learning within Higher Education Institution: A Bibliometric Analysis of the Literature (2008-2018). *International Journal of ...*, Query date: 2024-07-21 17:01:05.
https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&auth_type=crawler&jrnl=18657923&AN=132911101&h=TEsBMTl%2BrAFA%2BjsMJ1rbLF eZdTEXoJ2CUcxgsoWLO4M5aDGjJeHy36%2Fnuhl%2BSQkLTrQ5TPRQnlXL8GlpEosp Q%3D%3D&crl=c

- Hew, K. (2008). Use of audio podcast in K-12 and higher education: A review of research topics and methodologies. *Educational Technology Research and Development*, 57, 333–357. <https://doi.org/10.1007/s11423-008-9108-3>
- Hidayat, A., Aryanika, S., Kholid, M. R., Rohmatillah, R., Syamsiah, N., Indrasari, N., & Reftyawati, D. (2022). Trend analysis of flipped-classroom research in english as a foreign language. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(1), 627–638. <https://doi.org/10.31004/edukatif.v4i1.1840>
- Husaeni, D. A., & Nandiyanto, A. (2022). Bibliometric using Vosviewer with Publish or Perish (using google scholar data): From step-by-step processing for users to the practical examples in the analysis of ... *ASEAN Journal of Science and ...*, Query date: 2024-07-21 17:01:05. <https://ejournal.kjpupi.id/index.php/ajse/article/view/281>
- Kasia, Z.-K., Isabella, H., & Petra, de W.-N. (2019). Mapping the field: A bibliometric analysis of the literature on university–industry collaborations.
- Luh, W. S. M., Ratminingsih, N. M., & Budasi, I. G. B. (2023). The integration of technology in English language teaching to stimulate students' critical thinking. *Language Circle Journal of Language and Literature*, 17(2).
- Maria, C., Cheryl, D., & Catherine, Snow. "The critical role of vocabulary development for E. language learners. (2005). The critical role of vocabulary development for English language learners.
- Merigo, J. M., Gil-Lafuente, A., & Yager, R. (2015). An overview of fuzzy research with bibliometric indicators. *Applied Soft Computing*, 27, 420–433. <https://doi.org/10.1016/j.asoc.2014.10.035>
- Mustapha, I., Van, N., Shahverdi, M., Qureshi, M., & Khan, N. (2021). Effectiveness of digital technology in education during COVID-19 pandemic. A bibliometric analysis. *uis.brage.unit.no*. <https://uis.brage.unit.no/uis-xmlui/handle/11250/2982095>
- Neelakandan, S., Sayed, M. I., & Gurudas, M. (2022). An Investigation of EFL Learners' Vocabulary Retention and Recall in a TechnologyBased Instructional Environment: Focusing on Digital Games.
- Phillips, B. (2017). Student-Produced Podcasts in Language Learning – Exploring Student Perceptions of Podcast Activities. *IAFOR Journal of Education*, 5(2). <https://doi.org/10.22492/ije.5.3.08>
- Rusly, F. H., Ahmi, A., Abdul Talib, Y. Y., & Rosli, K. (2019). Global Perspective on Payroll System Patent and Research: A Bibliometric Performance. *International Journal of Recent Technology and Engineering*, 8, 148–157. <https://doi.org/10.35940/ijrte.B1028.0782S219>
- Satish, K., Debmalya, M., Nitesh, P., & Weng, M. L. (2021). How to conduct a bibliometric analysis: An overview and guidelines.
- Stephen, D., & Stephen, P. (n.d.). Discussion as a way of teaching: Tools and techniques for democratic classrooms. John Wiley Sons.
- Zafrullah, Z., Meisya, A., & Ayuni, R. (2024). Artificial Intelligence as a Learning Media in English Education: Bibliometric using Biblioshiny Analysis (2009-2023). *ELTR Journal*, Query

date: 2024-07-21 17:01:05.

<https://www.apspbi.or.id/eltr/index.php/eltr/article/view/179>

Zafrullah, Z., & Ramadhani, A. (2024). The use of mobile learning in schools as a learning media: Bibliometric analysis. Indonesian Journal of Educational ..., Query date: 2024-07-21 17:01:05. <https://ejournal.upi.edu/index.php/IJERT/article/view/65586>