



Improve Students' Listening Comprehension Through Podcasts

Muhamad Sofian Hadi^{1*}, Lidiyatul Izzah², Devi Maesari³ 

^{1,2,3} English Education, Muhammadiyah University of Jakarta, Jakarta, Indonesia.

*Corresponding author: devimaesarii@gmail.com

Abstrak

Dalam mengatasi masalah dan kesulitan yang dihadapi oleh sebagian besar siswa dalam belajar mendengarkan, beberapa akademisi dan spesialis bahasa Inggris dalam pengajaran memutuskan untuk memperhatikan pendekatan, metode, dan teknik yang paling efektif untuk membantu siswa mereka dalam belajar mendengarkan. Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan podcast dalam metode mendengarkan bahasa Inggris terhadap pemahaman mendengarkan siswa. Metode yang digunakan adalah metode kuantitatif dengan desain penelitian eksperimen dengan instrumen pengumpulan data Pre-Test dan Post-Test. Tes diambil dari TOEFL IBT. Tes terdiri dari enam topik dengan tiga puluh pertanyaan. Teknik sampel yang digunakan adalah teknik purposive sampling, dipilih 30 mahasiswa Program Studi Bahasa Inggris sebagai sampel. Data dianalisis secara statistik dengan menggunakan uji-t. Hasil penelitian ini menunjukkan; rata-rata Pre-test siswa adalah 27,80 sedangkan rata-rata Post-Test siswa adalah 36,38. Setelah hasil tes dianalisis, diketahui bahwa nilai rata-rata post-test lebih besar dari nilai rata-rata pre-test dan menunjukkan bahwa t-hitung (4,535) lebih besar dari t-tabel (2,756), pada tingkat signifikansi 1%. Dengan demikian, hipotesis alternatif diterima dan hipotesis nol ditolak. Berdasarkan hasil ini, dapat disimpulkan bahwa pengaruh penggunaan podcast dalam pembelajaran bahasa Inggris mengembangkan pemahaman mendengarkan siswa.

Kata kunci: Podcast, Pemahaman Mendengarkan, Pembelajaran Bahasa Inggris

Abstract

In overcoming the problems and difficulties faced by most students in learning to listen, several experts and specialists in teaching English find out the most effective approaches, methods, and techniques to help students learn to listen. This study aims to analyze the effect of using podcasts in the English listening method on students' listening comprehension. The method used is a quantitative method with an experimental research design with data collection instruments Pre-Test and Post-Test. The test is taken from the TOEFL IBT. The test consists of six topics with thirty questions. The sampling technique used is the purposive sampling technique, selected 30 students of the English Study Program as the sample. Data were analyzed statistically using a t-test. The results of this study indicate; The average of the Pre-test students was 27.80 while the average of the Post-Test students was 36.38. After the test results were analyzed, it was found that the post-test mean value was more significant than the pre-test mean value and indicated that the t-count (4.535) was more significant than the t-table (2.756) at a significance level of 1%. Thus, the alternative hypothesis is accepted, and the null hypothesis is rejected. Based on these results, it can be seen that the effect of using podcasts in learning English develops students' listening comprehension.

Keywords: Podcast, Listening Comprehension, English Learning

1. INTRODUCTION

Digital innovation in the postmodern age has both beneficial and adverse consequences in areas of human existence (Artacho et al., 2020; Azizah et al., 2020). If we can use technology wisely, it may have a positive impact on our lives (Phelps et al., 2021; Raja & Nagasubramani, 2018). In general, the education sector uses technology as a teaching and learning tool (Liao et al., 2018; Widiyantini et al., 2017). Teachers have a strong desire to use information technology from the internet as a medium for application in teaching process in order to assist students cope with their learning and enhance their English. In learning a language, listening is one skill that ought to be non-heritable at early stage before alternative skills corresponding to speaking, reading and writing cause human cannot speak, read and write before listen.

Learning listening allow us to improve the ability to communicate (Azar & Nasiri, 2014; Jayusman & Shavab, 2020). People need to regularly hear forms of English before try to communicate properly and meaningfully (Hanifa, 2018; Vu & Shah, 2016). Listening skill has

History:

Received : September 09, 2021

Revised : September 10, 2021

Accepted : October 28, 2021

Published : November 25, 2021

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 3.0 License



a considerable concern for language teaching and learning. It is one of the prior conditions of speaking skill in language learning process. For this reason, listening can be as a substantial agent in oral production by setting up a confirmed background for communication (Alilateh & Widyanoro, 2019; Jafari & Hashim, 2012). Listening as foreign language learning is important since it presents the language input. As an input skill, listening plays the important roles in students' language development (Nakanishi et al., 2019; Vu & Shah, 2016). When listening somebody can learn to talk a word or sentence that he or she detected. However, listening is not simple process. One is able to listen means she/he can difference between sounds, comprehend and understand vocabulary and grammar, interpret intonation and meaning, consider everything in the same time, and also adjust to the social cultural context from utterances that are listened (Hanifa, 2018; Lorena & Sadiku, 2015).

As a result, in order for students to be able to listen and comprehend properly, it is important to employ effective techniques and methods in teaching listening skills (Han, 2021; Wong et al., 2021). To beat the matter and difficulties that are baby-faced by largely students in learning listening, several English academics and specialists in instruction decide to notice the most effective approaches, methods and techniques to help their students in learning listening (Feng & Liu, 2021; Jia & Hew, 2021; Wakamoto & Rose, 2021). Listening is the basic language ability. Folks gain a massive portion of their education, their information, their understanding of the planet and of human affairs, their ideals, sense of values, and their appreciation through the medium (Al-Azzemy & Al-Jamal, 2019; Yudhiantara & Saehu, 2017). Communication, abundant of it oral, is one amongst a significant importance that students ought to hear effectively and critically. Therefore, lecturers should actively explore the character and method of listening comprehension and study the speculation and methodology of listening comprehension to boost listening teaching outcomes and makes students acknowledge that listening comprehension is the crucial side of English learning.

Comprehensive listening is the ability to spot and understand what others are saying. Listening comprehension is an interactive process that requires the listener to use top down and bottom up process simultaneously (Corsetti & Ruzicki, 2014; Shahani & Tahriri, 2015). Moreover, listening comprehension can be referred as the way of understanding speakers' talk. Listening comprehension as a communicative process where are audiences are engaged in building meaning (Geoffrey et al., 2020; Liu, 2020). Listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Vast amount of literatures claimed that the success of the teaching and learning language lay on their listening comprehension. However, from time to time, listening comprehension requires students to learn English in a faster and more effective way has become a major issue that needs attention. Therefore, it is critical to use engaging media to promote learning in teaching and to address some of the issues that students face in their learning (Haristiani & Rifa'i, 2020; Kamelia, 2019; Samat & Aziz, 2020). The media that can be used today are technology-based. The ever-increasing accessibility of technology, and the fast pace at which technology is changing today, have had an immense impact on development and expansion of students' learning styles and strategies (Burik, 2021; Islam Sarker et al., 2019; Yavuz et al., 2021). This development has attracted young and inventive academics to utilize the event of technology in teaching listening. The technology of podcasting is comparatively new and nonetheless looks to be turning into a really popular methodology in education, giving the learners the chance to check anytime and anywhere. In learning, to podcast facilitate popularize the realm that's often not highly regarded among students, which is usually not given abundant attention — listening (Al Qasim & Al Fadda, 2013; Cain, 2020).

Podcasts can promote students' autonomous learning. By giving students regular guidance and feedback on the use of podcasts, they are able to develop their listening ability. There are various types of podcast teachers and educators might use with their students, such as Authentic podcast, Teacher created podcast, Students created podcast (Saeedakhtar et al., 2021; Şendağ et al., 2018; Ye, 2021). Authentic Podcast is podcasts that are found on the internet. There are so many podcast provided on the internet such as Six Minute English from BBC World Service, Listen to English – Learn English or Toefl IBT Podcast. Those are ideal for upper and lower-level classes. Teacher created Podcasts is teachers created podcasts. The heading suggests, these podcasts are created by teachers, and are usually aimed at helping students learn by producing listening content. Lastly, students Created Podcast are podcasts produced by students, but often with teacher help (Al Qasim & Al Fadda, 2013; Cain, 2020; Saeedakhtar et al., 2021). Students can listen to these and experience the culture and hear about the lives and interests of other students from around the world.

The findings of previous studies stated that Using podcast on learning process allows teachers to alternate their teaching approaches and it allows students to feel included and belonging to the learning community (Maher Palenque, 2016). The findings of previous studies also stated that the experimental group outperformed the control group substantially. The findings revealed that using podcasts in English classrooms can help Iranian EFL students improve their listening skills (NamazianDost, I., Bohloulzadeh & Rahmatollahi, 2017). Based on all the previous studies above, the researcher decide to examine the effect of using podcast on students' listening comprehension in English study program students. This research was carried out in order to address various difficulties in education that focus on teaching and learning method for improve listening students' comprehension. The researchers decided to utilize podcasts since they feel it could be a useful method for EFL learners to improve their listening comprehension.

2. MATERIALS AND METHODS

This research was quantitative experimental that concerned students of English study program at University Muhammadiyah of Jakarta. Out of this population we have a tendency to draw an experimental group consist of thirty students as samples by using purposive sampling method — a technique to pick samples supported specific criteria. The factors are that the possession of android smartphones; so only students who have android smartphone are chosen as samples during this research. The techniques used to analyze the data are qualitative descriptive analysis, quantitative, and inferential statistics.

There are 3 stages in conducting this research. The first one is doing pre-test to know the students' ability before they have treatments. In the second stage students are given treatment by using podcast in listening TOEFL conversation and lectures to assist them in listening for basic comprehension, pragmatic understanding and connecting info question. In this stage students could acquire listening whenever and wherever they wanted by using a podcast. The third stage is post-test to evaluate the impact of podcast on the students' ability in listening comprehension. The materials for pre-test and post-test were an equivalent, and it absolutely was gained from Learn English these days TOEFL IBT Podcast. There have been six topics with thirty questions for pre-test and post-test. The scores are reached by both pre-test and post-test will be compared and the author will tabulating and classification the students' score. The effectiveness of podcast will be seen in rising students' listening comprehension by comparison average scores of pre-test and post-test and analyze them quantitatively by using the formula of T-test one group. The pre-test was used as an instrument to evaluate the students' listening ability for basic comprehension, pragmatic understanding and connecting info question improvement in listening. The second listening test was planning to be non-heritable

by the students after the experimental cluster have experienced a treatment in using podcast from listening TOEFL conversation and listening TOEFL lectures podcast.

3. RESULTS AND DISCUSSION

Results

The data collection was done in two phases. The first phase, administering a pre-test vocabulary test to assess students' original vocabulary level before performing the experiment. The second phase of data collection involved the post-tests in students groups after the treatment. The results of this experimental analysis are showed in Table 1. As the table indicates, the increase of students' ability for Listening for Basic Comprehension, Pragmatic Understanding and Connecting information questions are 2.47 % 1.83 %, and 2 % consecutively. The general listening comprehension components of the students were increase, particularly for Listening for Basic Comprehension Question. The precentage of students' listening comprehension components can also be seen in figure 1.

Table 1. The Mean of Listening Comprehension Components

Listening Comprehension Components			
Listening for			
	<i>Basic Comprehension Question</i>	<i>Pragmatic Understanding Question</i>	<i>Connecting Information Question</i>
Post-Test Mean	8.43	8.23	8.06
Pre-Test Mean	5.96	6.4	6.06
Total Increase (%)	0.47	1.83	2

Based on the table above, there was an improvement between the post-test and pre-test results. Therefore, English lecturers can use podcast in order to extend students' listening comprehension components: Listening for Basic Comprehension Questions, Listening for Connecting info Questions, and Listening for Pragmatic Understanding Questions. It was found that the increase of the percentage mean score of post-test was higher than that of pre-test (76.1>55.53) with the increase of 20.56%. The increase of students' ability for Listening for Basic Comprehension, Listening for Pragmatic Understanding and Listening for Connecting information were 2.47%, 1.83%, and 2% consecutively. Then, the hypothesis of the impact of podcast on listening comprehension was tested by using t-test. The t-test statistics is used to measure whether null or alternative hypothesis are accepted or rejected. It was found that t-calculated (4.535) was greater than t-table (2.756), on the level of significance 1%.

Discussion

According to the results, podcasts have a substantial impact on students' listening comprehension. The experimental class's better score shows the effectiveness of podcasts as a medium for improving students' listening comprehension. This fact demonstrates that using English podcasts in the classroom to teach listening has a substantial influence on students' listening comprehension. This finding supports with previous research, which found that students who were taught through podcast had higher listening comprehension skills than those who were not (Al Qasim & Al Fadda, 2013; Saeedakhtar et al., 2021).

Furthermore, podcasts provide students oppurtunity to build motivation in learning English therefore accelerating their learning levels. Podcast can encourage students improving their listening skills (Şendağ et al., 2018; Shiang et al., 2021). Students' enthusiasm during the

treatment period while using podcast material in the classroom demonstrates this motivation (Johnston et al., 2021; Matulewicz et al., 2020). Podcasts can assist students in listening comprehension. Although this study found that podcasts had a beneficial influence on students' listening comprehension, a few individual cases cannot be overlooked when considering the post-test score. Even though students suggest the lecturers utilize podcasts to teach listening, lecturers must pick suitable podcast audio for the lesson topic, control time and frequency of use, and prepare. The studies also revealed that in order to get the best results, lecturers must utilize suitable instruction. Podcasts will surely help lecturers and students to teach and learn English listening in particular. Once the students learn listening by using podcast, they can give their full attention and a lot of focus in listening whenever they want. Even though podcasts have several advantages, they also have drawbacks in terms of time allocation for preparation and learning. This media will facilitate the learning process for both the lecturer and the students. The studies also revealed that in order to get the best results, lecturers must utilize suitable instruction. Furthermore, podcast has proven successfully increase the students' listening comprehension in the process of understanding audio content.

4. CONCLUSION

The use of podcasts to improve students' listening comprehension has been beneficial. There is an influence of using Podcasts on the English study program at Muhammadiyah University of Jakarta based on the research findings. The research result can also be concluded as follows: using podcasts in the listening class can encouraging students to expanding their vocabulary, assisting students in becoming better listeners, making students more confident, and can motivated to improve their English listening skills. Once the students learn listening by using podcast, they can give their full attention and a lot of focus in listening whenever they want.

5. REFERENCES

- Al-Azzemy, A. F. T., & Al-Jamal, D. A. H. (2019). Evaluating cognitive, metacognitive and social listening comprehension teaching strategies in Kuwaiti classrooms. *Heliyon*, 5(2). <https://doi.org/10.1016/j.heliyon.2019.e01264>.
- Al Qasim, N., & Al Fadda, H. (2013). From CALL to MALL: The effectiveness of podcast on EFL higher education students' listening comprehension. *English Language Teaching*, 6(9). <https://doi.org/10.5539/elt.v6n9p30>.
- Alilateh, A., & Widyantoro, A. (2019). The effectiveness of using multiple intelligence activities in listening comprehension and improving students' interest. *LingTera*, 6(2), 111–118. <https://doi.org/10.21831/lt.v6i2.10625>.
- Artacho, E. G., Martínez, T. S., Ortega Martín, J. L., Marín Marín, J. A., & García, G. G. (2020). Teacher training in lifelong learning-the importance of digital competence in the encouragement of teaching innovation. *Sustainability (Switzerland)*, 12(7), 1–13. <https://doi.org/10.3390/su12072852>.
- Azar, A. S., & Nasiri, H. (2014). Learners' Attitudes toward the Effectiveness of Mobile Assisted Language Learning (MALL) in L2 Listening Comprehension. *Procedia - Social and Behavioral Sciences*, 98. <https://doi.org/10.1016/j.sbspro.2014.03.613>.
- Azizah, U., Djono, D., & Musadad, A. A. (2020). Developing Digital Book Based on Lafran Pane' Thought for Increasing State Defend Attitude of Students. *Yupa: Historical Studies Journal*, 4(1), 29–39. <https://doi.org/10.30872/yupa.v4i1.235>.
- Burik, A. (2021). Using Technology to Help Students Set, Achieve, and Publicize Goals. *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*,

- 3(1), 83–89. <https://doi.org/10.35847/aburik.3.1.83>.
- Cain, J. P. (2020). A qualitative study on the effect of podcasting strategies (studycasts) to support 7th grade student motivation and learning outcomes. *Middle School Journal*, 51(3), 19–25. <https://doi.org/10.1080/00940771.2020.1735867>.
- Corsetti, & Ruzicki, C. (2014). Strategy-based listening and pragmatic comprehension. *Brazilian Journal of Physical Therapy*, 5(1). <https://doi.org/10.15448/2178-3640.2014.1.18090>.
- Feng, H., & Liu, H. (2021). International Perspectives on Teaching the Four Skills in ELT: Listening, Speaking, Reading, Writing, Anne Burns, Joseph Siegel, Palgrave Macmillan, Cham (2018), xiv + 260 pp. *System*, 98. <https://doi.org/10.1016/j.system.2021.102467>.
- Geoffrey, L. W.-Y., Jessica, K., Ibrahim, A., & Cristyn, P. (2020). A study on an applied behavior analysis-based robot-mediated listening comprehension intervention for ASD. *Paladyn: Journal of Behavioral Robotics*, 12(1). <https://doi.org/10.1515/pjbr-2021-0005>.
- Han, X. (2021). Examining the college English teaching and listening based on English Proficiency Scale. *Aggression and Violent Behavior*. <https://doi.org/10.1016/j.avb.2021.101710>.
- Hanifa, R. (2018). EFL Published Materials: An Evaluation of English Textbooks for Junior High School in Indonesia. *Advances in Language and Literary Studies*, 9(2), 166. <https://doi.org/10.7575/aiac.all.v.9n.2p.166>.
- Haristiani, N., & Rifa'i, M. M. (2020). Combining chatbot and social media: Enhancing personal learning environment (PLE) in language learning. *Indonesian Journal of Science and Technology*, 5(3), 487–506. <https://doi.org/10.17509/ijost.v5i3.2868>.
- Islam Sarker, M. N., Wu, M., Cao, Q., Alam, G. M. M., & Li, D. (2019). Leveraging Digital Technology for Better Learning and Education: A Systematic Literature Review. *International Journal of Information and Education Technology*, 9(7), 453–461. <https://doi.org/10.18178/ijiet.2019.9.7.1246>.
- Jafari, K., & Hashim, F. (2012). The effects of using advance organizers on improving EFL learners' listening comprehension: A mixed method study. *System*, 40(2). <https://doi.org/10.1016/j.system.2012.04.009>.
- Jayusman, I., & Shavab, O. A. K. (2020). Aktivitas Belajar Mahasiswa Dengan Menggunakan Media Pembelajaran Learning Management System (Lms) Berbasis Edmodo Dalam Pembelajaran Sejarah. *Jurnal Artefak*, 7(1), 13. <https://doi.org/10.25157/ja.v7i1.3180>.
- Jia, C., & Hew, K. F. (2021). Toward a set of design principles for decoding training: A systematic review of studies of English as a foreign/second language listening education. *Educational Research Review*, 33. <https://doi.org/10.1016/j.edurev.2021.100392>.
- Johnston, D., Rockhill, C., & Pastore, D. (2021). The effectiveness of podcasts in sport management education part two: A qualitative analysis. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29. <https://doi.org/10.1016/j.jhlste.2021.100338>.
- Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(1), 34–38. <https://doi.org/10.31849/utamax.v1i1.2742>.
- Liao, S., Hong, J.-C., Wen, M.-H., Pan, Y.-C., & Wu, Y.-. (2018). Applying Technology Acceptance Model (TAM) to explore Users' Behavioral Intention to Adopt a Performance Assessment System for E-book Production. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(10). <https://doi.org/10.29333/ejmste/93575>.
- Liu, Y. (2020). Effects of Metacognitive Strategy Training on Chinese Listening

- Comprehension. *Language*, 5(21). <https://doi.org/10.3390/languages5020021>.
- Lorena, C., & Sadiku, M. (2015). The Importance of Four Skills Reading , Speaking , Writing , Listening in a Lesson Hour. *European Journal of Language and Literature Studies*, 1(1), 29–31. <https://doi.org/10.26417/ejls.v1i1.p29-31>.
- Maher Palenque, S. (2016). The Power of Podcasting: Perspectives on Pedagogy. *Journal of Instructional Research*, 5. <https://doi.org/10.9743/JIR.2016.1>.
- Matulewicz, A. T., Hammond, V., Patterson, J. A., & Frankart, L. M. (2020). Utilizing widely available podcasts to create a reflection activity for pharmacy students. *Currents in Pharmacy Teaching and Learning*, 12(10). <https://doi.org/10.1016/j.cptl.2020.05.003>.
- Nakanishi, J., Sumioka, H., & Ishiguro, H. (2019). A huggable communication medium can provide sustained listening support for special needs students in a classroom. *Computers in Human Behavior*, 93. <https://doi.org/10.1016/j.chb.2018.10.008>.
- NamazianDost, I., Bohloulzadeh, G., & Rahmatollahi, R. (2017). The Effects of Using Podcast on Listening Comprehension among Iranian Pre-intermediate EFL Learners. *International Journal of Applied Linguistics and English Literature*, 6(6). <https://doi.org/10.7575/aiac.ijalel.v.6n.6p.57>.
- Phelps, A., Colburn, J., Hodges, M., & Hodges, M. (2021). A qualitative exploration of technology use among preservice physical education teachers in a secondary methods course. *Teaching and Teacher Education*, 105. <https://doi.org/10.1016/j.tate.2021.103400>.
- Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3(S1), 33. <https://doi.org/10.21839/jaar.2018.v3is1.165>.
- Saeedakhtar, A., Haqju, R., & Rouhi, A. (2021). The impact of collaborative listening to podcasts on high school learners' listening comprehension and vocabulary learning. *System*, 101. <https://doi.org/10.1016/j.system.2021.102588>.
- Samat, M. S., & Aziz, A. (2020). The Effectiveness of Multimedia Learning in Enhancing Reading Comprehension Among Indigenous Pupils. *Arab World English Journal*, 11(2), 290–302. <https://doi.org/10.24093/awej/vol11no2.20>.
- Şendağ, S., Gedik, N., & Toker, S. (2018). Impact of repetitive listening, listening-aid and podcast length on EFL podcast listening. *Computers & Education*, 125. <https://doi.org/10.1016/j.compedu.2018.06.019>.
- Shahani, S., & Tahriri, A. (2015). The Impact of Silent and Freeze-Frame Viewing Techniques of Video Materials on the Intermediate EFL Learners' Listening Comprehension. *SAGE Open*, 5. <https://doi.org/10.1177/2158244015585999>.
- Shiang, T., Cerniglia, C., Lin, H., & Lo, H. S. (2021). Radiology podcasting as a model for asynchronous remote learning in the COVID-19 era. *Clinical Imaging*, 71. <https://doi.org/10.1016/j.clinimag.2020.10.045>.
- Vu, H. Y., & Shah, M. (2016). Vietnamese students' self-direction in learning English listening skills. *Asian Englishes*, 18(1), 53–66. <https://doi.org/10.1080/13488678.2015.1136104>.
- Wakamoto, N., & Rose, H. (2021). Learning to listen strategically: Developing a listening comprehension strategies questionnaire for learning English as a global language. *System*, 103. <https://doi.org/10.1016/j.system.2021.102670>.
- Widiantini, N. N. A. S., Putra, M., & Wiarta, I. W. (2017). Model Pembelajaran Sets (Science, Environment, Technology, Society) Berbantuan Virtual Lab Berpengaruh Terhadap Kompetensi Pengetahuan IPA. *Journal of Education Technology*. <https://doi.org/10.23887/jet.v1i2.11776>.
- Wong, S. W. L., Leung, V. W. H., Tsui, J. K. Y., Dealey, J., & Cheung, A. (2021). Chinese ESL learners' perceptual errors of English connected speech: Insights into listening comprehension. *System*, 98. <https://doi.org/10.1016/j.system.2021.102480>.

- Yavuz, M., Çorbacioğlu, E., Başoğlu, A. N., Daim, T. U., & Shaygan, A. (2021). Augmented reality technology adoption: Case of a mobile application in Turkey. *Technology in Society*, 66. <https://doi.org/10.1016/j.techsoc.2021.101598>.
- Ye, Y. (2021). From abstracts to “60-second science” podcasts: Reformulation of scientific discourse. *Journal of English for Academic Purposes*, 53. <https://doi.org/10.1016/j.jeap.2021.101025>.
- Yudhiantara, R. A., & Saehu, A. (2017). Mobile-Assisted Language Learning (MALL) in Indonesian Islamic Higher Education. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(1), 21–31. <https://doi.org/10.21093/ijeltal.v2i1.52>.