

Developing Students' Listening and Speaking Skills Through ELT Podcasts

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Since 2005, there have seen rapid advances in podcasting, a new technology for broadcasting audio programs on the Internet. Podcasting was originally for conveying information and entertainment. But soon educators saw the huge potential it has for teaching and learning. Many writers have pointed out the huge benefits that podcasting can offer language education, especially with regard to developing learners' listening and speaking skills. This article deals with the application of podcasting in teaching English as a second/foreign language. It begins with a brief introduction to podcasting. The article will then proceed to the ELT (English Language Teaching) podcasting proper. This will cover: (a) how to locate ELT podcasts, (b) the content of ELT podcasts on the Web and how to use such resources for improving learners' listening skills, and (c) the educational benefits of teacher podcasts and student podcasts. The last part of the article will suggest suitable speaking activities for student podcasts. Radio drama and ELT rap, two kinds of oral language arts activities which are deemed particularly suitable for Hong Kong's secondary schools, will be explained.

Since 2005, there have seen rapid advances in podcasting, a new technology for broadcasting audio programs on the Internet (Selingo, 2006). As the title of a journal article published in November 2005 shows, "blogging is so last year, now podcasting is hot" (Balas, 2005). Podcasting was originally for conveying information and entertainment. Soon, however, educators saw the huge potential it has for teaching and

learning (Adams, 2006; Warlick, 2005). Jobbings (2005), for example, asserted that there are so many possible uses of podcasts that ultimately, it will be the creativity and imagination of teachers and learners that will drive the educational podcasting agenda in future. Jobbings suggested three areas where the potential of podcasting could be realized within schools: devising cross-curricular activities; providing alternative teaching approaches; and promoting and using personalized learning. He also provided example uses of podcasts that correspond with specific teaching objectives of the National Curriculum of the United Kingdom (U.K.).

In the United States, the Office of Information Technology (2006) of the University of Minnesota contended that podcasting involves a shift from e-learning to mobile learning, as podcasting is a time-shifting technology. The Office proposed a number of possible uses of podcasting in education, such as news updates, guest lectures, student-produced podcasts, and language lessons that help students develop listening and speaking skills. Indeed, many writers have pointed out the benefits that podcasting can offer language education, especially with regard to developing learners' listening and speaking skills (Pun, 2006; Stanley, 2006).

This article discusses the application of podcasting in teaching English as a second/foreign language. It begins with an introduction to podcasting. This will be kept brief as readers who are interested in the technical aspects of podcasting can refer to such articles that are now readily available (e.g., Borja, 2005; Campbell, 2005). The article will then proceed to the ELT (English Language Teaching) podcasting proper. This will cover: (a) how to locate ELT podcasts, (b) the content and use of ELT podcasts available on the Web, and (c) the educational benefits of teacher podcasts and student podcasts. The last part of the article will suggest suitable speaking activities for student podcasts, in particular radio drama and ELT rap.

What Is Podcasting?

What Are Podcasts?

Podcasts are audio (sometimes video) programs on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later

listening. Although audio programs have existed on the Web for a few years already, what makes podcasting unique is its capacity for “subscription”: through an RSS (Really Simple Syndication) feed, listeners can “subscribe” to their favorite podcasts. Their computer will then receive “alerts” when new episodes have been posted. Podcatcher software programs, such as iTunes, will even download the latest episodes automatically once the program is opened. In other words, instead of having to visit individual Websites regularly for updated episodes, listeners can now have the latest episodes of their favorite programs delivered to their computer.

Types of Podcasts

Podcasts available on the Web fall broadly into two types: “radio podcasts” and “independent podcasts.” Radio podcasts are existing radio programs turned into podcasts, such as those produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). “Independent podcasts” are Web-based podcasts produced by individuals and organizations.

It is the second type of podcast which has huge potential for ELT because these can be tailor-made to suit the needs of different learners. They can be created by learners themselves with utmost ease, thanks to the advent in recent years of the MP3 sound file format, and of free and user-friendly sound recording and editing software such as *Audacity*, and to MP3 players and increasingly the iPod becoming an electronic gadget owned by every teenager.

ELT Podcasting

ELT Podcasts: Where to Find Them

The first podcasts appeared in early 2005. ELT educators soon joined the movement, and since the second half of 2005, there has been an upsurge in the number of ELT podcasts on the Web. Teachers have three ways to look for suitable ELT podcasts for their students. They can start with “general” podcast directories. A podcast directory is a searchable database which is linked to sites that house podcasts. Teachers can type in a search term like “English,” “ELT,” “ESL,” and

“TESOL,” and they will be given a list of ELT podcasts. An example of a general podcast directory is <http://www.podcastalley.com/>.

To narrow down their search, teachers may go directly to directories of educational podcasts. One well-known educational podcast directory is the Education Podcast Network: <http://epnweb.org/>. A recent new directory is <http://recap.ltd.uk/podcasting/>, which claims to be the first U.K. directory of educational podcasts.

There is now such an abundance of ELT podcasts on the Web that podcast directories specializing in ELT are also available. These are directories which cover ELT podcasts only. One example is <http://iteslj.org/links/ESL/Listening/Podcasts/> maintained by the Internet TESL Journal.

Content of ELT Podcasts

ELT podcasts cover a wide range of subject matter. A brief survey of ELT podcasts reveals the following content types:

- Comprehensive (e.g., <http://www.englishteacherjohn.com/podcast/>) — These are podcasts that cover a wide range of content types, such as traditional listening comprehension activities, interviews, and vocabulary. A well-known “comprehensive” podcast is the one quoted above, created by “Teacher John,” who teaches ESL in Japan.
- Whole lessons (e.g., <http://www.breakingnewsenglish.com/>) — These are whole lessons based on a podcast. The podcast quoted above, for example, makes use of a news story in each episode. The text of the news story is provided, and is accompanied by the audio file. There is then a lesson plan with accompanying worksheet materials. In effect, these are ready-made lessons based on podcasts which teachers can use in the classroom directly.
- Vocabulary, idioms, etc. (e.g., <http://englishteacherjohn.com/>) — This is a popular type of podcast, probably because it is easy to produce. In this kind of podcast, the host chooses some vocabulary items and explains their usage. The example presents a few idioms in each episode.
- Conversations with script (e.g., <http://www.e-poche.net/conversations/>) — These podcasts contain conversations between native speakers. To help less proficient learners, each episode is

accompanied by the script, for learners to refer to while listening to the conversation.

- Jokes (e.g., <http://www.manythings.org/jokes/>) — These are podcasts containing jokes. Because they usually play on language, they encourage careful listening by the learner.
- Songs (e.g., <http://englishpodsong.blogspot.com/>) — These podcasts contain songs for ESL learners. The songs are either traditional children’s songs, or authentic popular songs for teenagers. They are also often accompanied by the text of the lyrics.
- Phonetics, pronunciation (e.g., <http://phoneticpodcast.com/>) — Podcasts are obviously highly suited for teaching phonetics and pronunciation. These podcasts are lessons which focus on specific phonemes and pronunciation problems in English.
- Stories (e.g., <http://www.englishthroughstories.com/>) — These are usually story read-alouds. They may or may not be followed by listening comprehension questions.
- Listening comprehension (e.g., <http://mylcpodcasts.blogspot.com/>) — These podcasts provide conventional listening comprehension practice.

Using ELT Podcasts to Enhance Students’ Listening Skills

ELT podcasts can be used for intensive and extensive listening activities. However, ELT podcasts are particularly suited for extensive listening, for the purpose of motivating student interest in listening to English, and providing them with exposure to native speakers’ speech (Rost, 1991). Stanley (2006) points out that podcasts offer students a wide range of possibilities for extra listening both inside and outside of the classroom: “Supplementing the (often) scripted and stilted textbook listenings with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers.... Chosen carefully, extracts can ... bring a range of different voices and varieties of English into the classroom” (para. 1 under “Authentic listening extracts”). More advanced learners can be encouraged to listen to authentic podcasts. This activity effectively bridges the gap between the formal English which dominates most second language classrooms and the informal English used in most real-life communication events.

Teacher and Student Podcasts

In addition to using podcasts to provide their students with extra listening practice, teachers can also create their own podcasts or guide their students to produce their own. These two types of podcasts will now be discussed.

Teacher Podcasts

These are podcasts produced by teachers for their students. They allow teachers to reach out to their students beyond the confines of the classroom. They can also supplement the teacher's classes for different purposes. One example of a teacher podcast is <http://samantha.podomatic.com/>. This podcast shows how a teacher in the U.K. uses podcasts to help her students prepare for GCSE German.

Leach (2006) explains the benefits of using teacher podcasts for before-lesson and after-lesson listening:

What's more, it gives pupils who were in the classroom the chance to listen again to what the teacher said on a topic, to re-check those notes and make sure, as well as to make it easier for non-English native speakers to re-listen to a lesson without the distractions that may make instant translation difficult the first time around.

A decent podcast can also mean that you can cover the basics without wasting classroom time. The simple delivery of the facts of a lesson in a podcast frees up the lesson itself for more detailed work — or, conversely, can provide the extra detail that takes some pupils off into other directions that a simple lesson can't contain. (para. 12–13)

Student Podcasts

These are podcasts produced by students (Adams, 2006; Ishizuka, 2005; Shaw, 2005). Many teachers have found this a very motivating activity (Leach & Monahan, 2006). A message submitted to a discussion list (TESLCA-L, City University of New York) by an ESL teacher in the United States testifies to this:

I have been having my students make their own podcasts lately (their writing assignment is to explain the process) and it has been going

really well. Students are fascinated and highly motivated. They are working in heterogeneous groups, which requires the use of English to negotiate and plan and create.

Because of advances in computer and information technology, it is now easy for students to produce their own podcasts. Teachers can follow the simple procedure below to help their students produce their podcasts:

- Start a blog that also hosts podcasts for the class (e.g., <http://wordpress.com/>); or
- Create an account for the whole class with a free podcasting site (e.g., <http://podomatic.com/>);
- Have class share the same username and password;
- Students upload their MP3 files to class podcast on their own;
- Design activities that encourage students to respond to each other.

Benefits of Student Podcasts

Producing podcasts is a motivating way for students to improve their speaking skills, as will be explained below. (See Appendix for examples of student podcasts.)

Motivation

Podcasts, once placed on the Web, can be accessed by anyone around the world. This means that for students producing their own podcasts, there is a real audience out there. This is a huge motivating factor. One example of a student podcast is the one produced by Secondary One students at the Secondary School attached to Fudan University in China. In this podcast, students give short talks on topics assigned by their teachers. As can be seen at the website (<http://www.fdfz.cn/>), the students have responded enthusiastically to the task.

Perfection through practice and rehearsal

Students who produce a podcast will usually have to practice or rehearse their “show” first. In other words, they will be undergoing plenty of practice which, though probably repetitive, is welcomed by the students

themselves. Through repetition, they will be able to improve their pronunciation.

Collaboration through group podcasts

Collaboration skills have become a key generic skill in the school curriculum in Hong Kong (Curriculum Development Council, 2001). Students can be invited to produce podcasts in groups. Through the process, they learn to collaborate with each other.

Attention to accuracy

A podcast is a permanent record of an oral performance. Being aware of that, students producing a podcast will pay more attention to their pronunciation accuracy.

Mixed-ability teaching

Different tasks can be assigned for different students according to their ability level. Producing podcasts, therefore, provide every student with the opportunity to produce something which matches their ability level.

Large-class teaching

It is usually difficult to teach speaking in a large class (Cross, 1995; Nolasco & Arthur, 1988). With podcasts, however, students can be asked to produce programs in groups; or they can be asked to produce their own programs individually at home. The teacher and their classmates can listen afterwards.

Less confident students

Speaking usually involves face-to-face interaction. Less confident learners may feel threatened when called upon to speak to an audience, even if the audience is a small one. These students will benefit from producing a podcast since it involves performing “behind the scenes.”

Inter-school Podcasting Projects

As mentioned above, the biggest motivating force behind podcasting is that it allows students to reach large audiences. To ensure that students' work is being responded to, one potentially powerful activity is for teachers from different classes, schools, countries, etc., to organize joint projects that enable their students to communicate and respond to each other. The following appeal from a member of a special interest group in ELT podcasting illustrates the idea:

I've been experimenting with podcasting and my students have recorded some questions about food, culture, body language, geography, animals, sports, habits, religion. The initial idea was to interview students in any English speaking country, but we are open to anyone interested in participating. We'll probably have some students in Australia (ESL), Argentina and Brazil involved. You can see the podcast here: <http://mfr.podomatic.com/> Any help would be appreciated, thanks!

This kind of inter-school podcasting project provides an authentic purpose for communicating and producing the podcast. It incorporates real content matter that students are either familiar with or wish to know more about. And with the technology now available, organizing such inter-school projects can be done with considerable ease.

Speaking Activities for Student Podcasts

It is possible to take any speaking activity for ELT and present it as a podcast. The following is a suggested list of such activities:

- Reading aloud
- Students give their thoughts on topic assigned by teacher
- Students listen to classmates' thoughts and respond
- Oral diary; oral weekly report
- Group presentations on a completed project
- Oral book report
- Picture description
- Story telling
- Chained story telling
- Agony Aunt: giving advice

- Creating riddles
- Role play
- Debates
- Dramatic monologues
- Radio drama
- Jazz chants
- ELT rap

As can be seen, many genres of oral language arts can be presented in the form of podcasts. For illustration, the final part of this article will explain how podcasting may be used with two types of speaking activities: radio drama and ELT rap.

Radio Drama

The contribution that radio drama can make in developing students' speaking skills, especially with regard to pronunciation and intonation, has long been recognized. Stanley (2006), for example, has included radio drama in his three suggested types of activities for student podcasts, the other two being speech work and classroom discussions.

Producing radio plays is of course not a new activity in ELT. But with rapid advances in information technology in recent years, a strong case can now be made for either reviving radio drama as an extra-curricular activity, or re-introducing it into the school-based English Language program. First, recordings can now be made easily on a computer or via an MP3 player/recorder, instead of on cassette tape. Hence, other than the hardware, the recordings cost literally nothing, and they can be copied, erased, and circulated at the click of a mouse. Second, free and user-friendly audio editing software such as *Audacity* can turn post-recording editing, which has in the past been a chore, into a fun task. Digital sound effect clips, which can be found on commercially produced CDs or for free on the Web, can be inserted into the recordings easily. Third, the advent of podcasting means that a play produced can now reach thousands of real listeners around the world, and this is a colossal motivator for students producing a radio play.

Educationally, radio drama production has many benefits for students. It develops students' collaborative skills since production involves group work (Schuchat, 2005). It is a flexible group activity in that, by modifying the script, any number of students can take part in a

radio play. Further, by modifying the script, the teacher can also organize radio drama activities to cater for mixed-ability groups and/or classes.

ELT Rap

ELT rap, as the name implies, is rap adapted or written for ELT purposes.

The linguist Geneva Smitherman has highlighted eight features of signification in rap lyrics (cited in Perry, 2004, p. 62):

1. Indirection, circumlocution
2. Metaphorical-imagistic
3. Humorous, ironic
4. Rhythmic fluence and sound
5. Teachy but not preachy
6. Directed at person or persons usually present in the situational context
7. Punning, play on words
8. Introduction of the semantically or logically unexpected

A glance at the list will show that when adapted, rap has great potential in ELT. The rhythmic nature of rap lyrics facilitates the acquisition of the stress-timed rhythm of English. This has special significance in Hong Kong since the majority of learners in Hong Kong speak Cantonese, a syllable-timed dialect, as their mother-tongue. Rap has great potential in helping learners acquire the stress and rhythm of English, a stress-timed language.

In ELT, jazz chants (Graham, 1978, 1992) have long been a popular activity for improving learners' pronunciation, especially in terms of rhythm and intonation (Richard-Amato, 1988). ELT rap differs from jazz chants in that it has a musical dimension: the rhythm is accompanied by music in the background. This musical dimension makes ELT rap specially appealing to teenage students.

In addition to the fun element, what also attracts teenage students to ELT rap is its content: rap is a channel for (young) people to speak out, to release their personal worries and frustrations, and to critique scenarios of social injustice. In Hong Kong, students from working class families, who are often disadvantaged under the present competitive education system, will find ELT rap an opportunity to reconcile their

mixed feelings about English: on the one hand, they understand the importance of English to their future; on the other, they resent the sense of failure brought by their inability to master a foreign language which has been imposed on them. Lin (in press) has put this succinctly:

Yet, for the majority of working class children in Hong Kong, English remains something beyond their reach. Unlike their middle-class counterparts, they typically live in a lifeworld where few will (and can) speak or use English for any authentic communicative or sociocultural purposes. To most of them, English is little more than a difficult and boring school subject which, nonetheless, will have important consequences on their life chances. Many of them have an ambivalent, want-hate relationship with English. While they accept the socioeconomic fact that English is very important for their future prospects, they also readily believe that they are no good in English.

In summary, ELT rap will appeal to teenage students because first, they represent an enjoyable activity for practicing English rhythm and intonation and developing phonological awareness; second, they enable teenage students to give expression to their thoughts and feelings about the society they live in. As mentioned above, with the technologies now available, they can either perform ELT raps before an audience and have their performance recorded, or work on a computer and, using sound editing software such as *Audacity*, experiment with different ways to combine lyrics with music. Through podcasting, they can then reach out to many contemporary teenage audiences.

Conclusion

Podcasting as a new technology has huge potential in enhancing second language learners' listening and speaking skills (Stanley, 2005). The ease of downloading podcasts to MP3 players and iPods means that learners can now engage in plenty of listening practice while traveling. With the ease of producing MP3 files, and the availability of free recording and editing software such as *Audacity*, podcasts can be created easily. Their ability to reach large audiences in different parts of the world is a big motivator for students producing their own podcasts. Furthermore, the production of podcasts provides students with plenty of meaningful language use, which is highly desirable for second language acquisition (Nunan, 1995). This activity is also suited for less confident

learners, since it reduces the anxiety brought about by real-time interaction (Gardner, Day, & MacIntyre, 1992). With imagination and creativity, second language teachers will be able to make the best use of this new technology for developing their students' listening and speaking skills.

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Appendix: Some Online Resources for ELT Podcasting

(Compiled on May 18, 2006)

Podcasting Basics

Examples of radio stations that provide podcasts

- <http://www.bbc.co.uk/> (BBC)
- <http://www.rthk.org.hk/> (RTHK)

Examples of “independent” podcasts

- <http://firstpersonshow.net/> (interesting interviews of regular people, sandwiched between the best music on the Internet)
- <http://www.shakespearecast.com/> (Antioch Classical Theatre Company, Los Medanos College, & Antioch High School present the complete works of William Shakespeare, one act at a time)
- <http://www.foursevens.com/radiofreecalamity/> (a talk show hosted by two teenagers)

Examples of teacher podcasts

- <http://samantha.podomatic.com/> (a podcast produced by a teacher to help her students take GCSE German)

Examples of student/school podcasts

- <http://www.mgsonline.org.uk/> (Musselburgh Grammar School, Scotland)
- <http://www.newsnet.school.nz/> (podcasts produced by a cluster of schools in New Zealand)

Examples of podcatchers (software for subscribing to podcasts)

- <http://www.apple.com/itunes/> (iTunes)
- <http://juicereceiver.sourceforge.net/> (Juice)

Examples of free software for recording audio shows

- <http://www.apple.com/support/garageband/podcasts/> (GarageBand from Apple)
- <http://audacity.sourceforge.net/> (Audacity)

To create RSS feeds (so that other people can subscribe to your podcasts)

- <http://www.feedburner.com/fb/a/home> (software for creating RSS feeds)
- <http://www.podcastalley.com/forum/links.php?id=14/> (a list of links which provide free software to create feeds for podcasting)

One-stop podcast creation and publication sites

- <http://www.podomatic.com/> (Podomatic)
- <http://odeo.com/> (Odeo)

Blogging sites that also host podcasts

- <http://wordpress.com/> (Wordpress)

Lessons on podcasting on the Web

- <http://inst.cl.uh.edu/podcasts/index.asp> (University of Houston's "Education and Technology Today": a podcast series)
- <http://revision3.com/systm/podcasting> (a video on podcasting: 393 MB)
- <http://webpages.csus.edu/~hansonsm/Podcasting.html> ("Podcasting for ELT": A two-month online course sponsored by the CALL special interest group of TESOL)
- <http://www.ltscotland.org.uk/mfle/creativeteaching/podcasting/howtopodcast.asp> (Learning and Teaching Scotland "Modern Foreign Languages Environment": a project for schools in Scotland on using podcasting in teaching modern foreign languages [MFL]; this webpage explains the process of producing podcastings for MFL teaching)

- <http://www.teachingenglish.org.uk/download/radio/innovations/innovations.shtml/> (to listen to a BBC program on podcasting)
- <http://home.learningtimes.net/learningtimes?go=1131628> (“Podcast for Teachers,” Fordham University, through the LearningTimes Network. Weekly episodes: talks and interviews on using podcasts and technologies in education, especially higher education; 33 episodes available so far):
- <http://home.learningtimes.net/learningtimes?go=1139156/> (see Webinars [Web Seminars] on Podcasting in Language Education: “Learncasting and Podogogy in Language Teaching,” March 4, 2006, presented by Randy Meredith, Graham Stanley, and Allan Carrington)

ELT Podccasting

General directories

To search for ELT podcasts in general podcast directories:

- <http://www.podcastalley.com/>
- <http://www.digitalpodcast.com/>
- <http://www.podcast.net/>
- <http://www.apple.com/itunes/store/podcasts.html> (podcast directory inside iTunes)

Directories of educational podcasts

- <http://recap.ltd.uk/podcasting/> (first U.K. directory of educational podcasts)
- <http://epnweb.org/> (The Education Podcast Network: Click on “English Language Arts”)

ELT podcast directories

- <http://www.pod-efl.com/>
- <http://iteslj.org/links/ESL/Listening/Podcasts/> (Internet TESL Journal)
- <http://a4esl.org/podcasts/> (activities for ESL students: a project of the Internet TESL Journal) (EnglishCaster)

Examples of ELT Podcasts

Comprehensive

- <http://www.englishteacherjohn.com/podcast/> (The English Teacher John Show)

Whole lessons around podcasts

- <http://www.breakingnewsenglish.com/> (complete lesson plans with accompanying exercises, tasks, and podcasts; each lesson based on a news story)
- <http://www.eslpod.com/website/index.php> (each ESL podcast lasts 10–20 minutes, and has three parts:
 1. An dialog or story read a bit slower than normal speech.
 2. An explanation of some of the expressions and phrases used in Part 1.
 3. A repetition of the dialog or story at a native rate of speech.)

Vocabulary, idioms, slang, etc.

- <http://www.englishcaster.com/idioms/> (English idioms and slang)

Scripted conversations

- <http://www.e-poche.net/conversations/> (each conversation episode is accompanied by its script; new words in the script are linked to pictorial illustration)

Jokes

- <http://www.manythings.org/jokes/> (jokes in English; each short joke comes with the text)

Songs

- <http://englishpodsong.blogspot.com/> (“English Pod Song”)

- <http://www.manythings.org/songs/> (“Learn a Song” podcast: learn to sing folk songs, campfire songs, and group singing songs that native English speaker sing)

Phonetics

- <http://phoneticpodcast.com/> (a podcast about pronunciation of English)

English through stories

- <http://www.englishthroughstories.com/> (a weekly story lasting 10–20 minutes, followed by explanation of some of the expressions used in the story)

Conventional listening comprehension

- <http://mylcpodcasts.blogspot.com/> (Madrid Young Learners Podcasts: Listen to a passage and answer Wh-questions; listen to a song and fill out the gapped lyrics text, etc.)

Student podcasts (podcasts created by learners)

- <http://bylpodcasts.blogspot.com/> (“Barcelona Young Learners EFL Podcasts”: individual students express thoughts on a topic assigned by teacher)
- <http://www.downthepond.podomatic.com/> (“Down the pond”: group presentations by students at a junior high school in Japan, on aspects of Japanese culture)
- <http://www.bardwellroad.podomatic.com/> (“The Bardwell Road Centre Podcast”: various oral tasks performed by students at the language center)
- <http://www.aidenyeh.podomatic.com/> (read-alouds by students)
- <http://englishpodsong.blogspot.com/> (radio plays performed by a class of students in Germany)

Discussion fora on podcasting in ELT

- <http://www.extremetechnoelt.com/moodle/index.php>
(ExtremeTechnoELT: a community for advanced users of IT and programmers who are involved in ELT)
- http://groups.yahoo.com/group/podcasting_elt/ (Podcasting for ELT at Yahoo Groups)

Articles on ELT podcasting

- <http://www.teachingenglish.org.uk/think/resources/podcast.shtml>
("Podcasting for ELT" by Graham Stanley, November 17, 2005; "Teaching English," British Council & BBC)
- <http://www-writing.berkeley.edu/TESL-EJ/ej36/int.html>
("Podcasting: Audio on the Internet Comes of Age" by Graham Stanley, *TESL-EJ*, Volume 9, Number 4, March 2006)