

# พฤติกรรมการณ์ฟัดพอดแคสต์และการเรียนรู้อาษาอังกฤษอง นักศีกษาชั้นปีที่ 1: กรณศีกษา มหาวิทยาลัยศิลปากร

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## บทคัดย่อ

งานวิจัยนี้มุ่งศีกษาพฤติกรรมการณ์ฟัดพอดแคสต์และความชอบองนักศีกษาชั้นปีที่ 1 ที่ลงทะเบียงนในรายวิชา SU202: ภาษาอังกฤษเพื่อการสื่อสารนานาชาติณ มหาวิทยาลัยศิลปากร วิทยาเขตสารสนเทศเพชรบุรี โดยใช้การวิจัยเชิงสำรวจเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างแบบเจาะจงจำนวน 38 คน ผ่านแบบสอบถามออนไลน์ ผลการศีกษาพบว่า นักศีกษาส่วนใหญ่ฟัดพอดแคสต์เพื่อการศีกษา โดยชอบตอนสั้น ๆ ที่สอดคล้องกับเนื้อหาหลักสูตร แม้ว่าการแพร่ระบาดของ COVID-19 จะส่งผลกระทบต่อรูปแบบการเรียนรู้อ แต่พอดแคสต์ก็ได้กลายเป็นทางเลือกที่ได้รับความนิยม เนื่องจากมีความยืดหยุ่นและเข้าถึงง่าย การวิเคราะห์องค์ประกอบองรูปแบบพอดแคสต์พบว่านักศีกษาให้ความสำคัญกับเสน่ห์และวิธีการนำเสนอองผู้จัดรายการ รวมถึงความสะดวกในการเข้าถึงตอนเก่า ผลการศีกษานี้ให้ข้อมูลเชิงลึกสำหรับนักการศึกษา และผู้ผลิตพอดแคสต์ที่ต้องการพัฒนาประสบการณ์การเรียนรู้อผ่านพอดแคสต์ โดยเฉพาะในบริบทองการเรียนทางไกลและการเรียนแบบผสมผสาน

**คำสำคัญ:** การเปิดรับสื่อ พอดแคสต์ องค์ประกอบรายการพอดแคสต์

# Podcast Listening Behavior and English Learning Among First-Year Students: A Case Study at Silpakorn University

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## Abstract

This research investigates podcast consumption behavior and preferences among first-year students enrolled in the SU202: English for International Communication course at Silpakorn University, Phetchaburi Information Technology Campus. Utilizing a survey research design, data were collected from a purposive sample of 38 students via online questionnaires. The findings reveal that students primarily engage with podcasts for educational purposes, preferring concise episodes aligned with the course curriculum. Despite the COVID-19 pandemic's impact on learning modalities, podcasts have emerged as a popular, flexible and accessible alternative. Analysis of podcast format elements indicates that students value the charisma and delivery of podcast hosts and the ease of accessing archived episodes. These findings provide insights for educators and podcast producers aiming to enhance learning experiences through podcasts, particularly in remote and hybrid learning environments.

**Keywords:** media exposure, podcast, podcast program elements

## Introduction

Podcasts are a form of multimedia, available as audio or video, distributed over the internet through various platforms, and can be accessed via portable devices and computers. The term “podcast” is a combination of two components: POD, which stands for “Personal On-Demand,” and “Broadcasting,” which refers to the distribution of signals. Hence, a podcast refers to the amalgamation of various media, which can be audio and visual content, without limitation to file formats or types (Supsinwivat & Setthajit, 2020).

Podcasts are often defined as ‘audio or video files that can be downloaded and stored on portable devices, allowing users to listen or watch during their leisure time’ (Pensute, 2018). It is suitable for the lifestyle of modern individuals who prefer designing their own lives and spending leisure time seeking news and various knowledge. The popularity of podcasts among the younger generation has increased the number of podcast channels and episodes. There are approximately 666,000 podcast channels worldwide, with around 28 million episodes. In Thailand, approximately 60 podcast channels with over 200 episodes are available. Podcast content varies widely, including news analysis, English language development, book recommendations, marketing knowledge, and business insights. It can be observed that podcast consumption has gained significant popularity nowadays (Supsinwivat & Setthajit, 2020).

Increasing knowledge, acquiring new skills, and developing existing skills are essential to having the knowledge and abilities to compete in the job market and work efficiently. There are various learning platforms, and podcasts are one of them. Podcasts are internet radio programs with diverse content (Thongbai, 2019). Listeners can listen to podcasts through applications on communication devices and download them for listening or viewing at their convenience. Podcasts are an alternative learning method for those with time constraints in today’s competitive era. Self-development and knowledge enhancement through podcast listening enable enjoyable



learning in a short period, making it a popular learning channel (Pensute, 2018).

The use of podcasts in language learning, particularly in English, has garnered significant attention in recent years. Research has shown that podcasts can enhance language learners' listening skills, vocabulary acquisition, and overall language proficiency. According to a study by O'Bryan and Hegelheimer (2007), integrating podcasts into language learning environments has fostered greater engagement and motivation among students, as they provide authentic listening experiences that align with real-world language use. Additionally, podcasts offer learners the flexibility to control the pace of their learning, allowing for repeated listening and review, which is essential for language acquisition (Famarzi, Elekaei, & Koosha, 2015).

The COVID-19 pandemic has led to the emergence of a "New Normal" lifestyle for consumers and businesses, particularly in online commerce and marketing. However, as of 2024, the COVID-19 crisis is no longer present. During COVID-19, it was not suitable to travel to bookstores or libraries to seek knowledge due to the risk of exposure and being in close contact with many people. In such circumstances, podcasts became another option for learning, especially for students and working individuals with time constraints who sought self-improvement and preferred to learn within a short period (Tilokavichai & Kongrattanaprasert, 2021). The COVID-19 crisis may have presented an opportunity for self-development as a learner.

Furthermore, as the education landscape evolves due to technological advancements, podcasts have become increasingly recognized as a valuable tool for enhancing traditional classroom experiences. They provide flexible and accessible learning opportunities that cater to various learning styles, making them an effective supplement to conventional teaching methods.

Therefore, the researchers are interested in studying the acceptance of podcasts among first-year students at Silpakorn University, Phetchaburi Information Technology Campus, enrolled in the SU202: English for International Communication course, which is part of the second semester

of the academic year 2023. The objective is to enhance their learning experiences and gather feedback on the elements of podcast programs. The findings from this study will provide valuable insights for improving media acceptance and optimizing podcast-based learning strategies, enabling instructors to better align educational content with student preferences and learning behaviors. Such insights will be beneficial for organizing teaching and learning activities. Instructors will better understand students' preferences, enabling them to select or recommend podcasts that align with their learning behaviors and preferences.

### **Research Objectives**

1. To investigate the podcast consumption behavior of first-year Silpakorn University students at Silpakorn University, Phetchaburi Information Technology Campus.

2. To examine the opinions regarding the elements of podcast programs that influence the reception of podcasts among first-year students to improve learning English for the International Communication course.

### **Research Scope**

This study employed a questionnaire to investigate podcast consumption behavior and opinions regarding podcast elements among first-year students at Silpakorn University. Specifically, it focused on students enrolled in the SU202: English for International Communication course at Silpakorn University, Phetchaburi Information Technology Campus, during the second semester of the academic year 2023.

The questionnaire covered aspects such as the frequency of podcast consumption, preferred podcast genres, preferred podcast formats, and perceived effectiveness of podcasts in enhancing learning experiences. Through this research, we aimed to gather comprehensive insights into students' attitudes and preferences towards podcasts in the context of language learning.

The findings of this study are expected to provide valuable information for improving teaching methods and enhancing student engagement in language courses at Silpakorn University.

## Research Method

### 1. Study Design: Survey Research

The study adopts a survey research design to investigate podcast consumption behavior and perceptions among first-year students enrolled in the SU202: English for International Communication course at Silpakorn University, Phetchaburi IT Campus.

### 2. Population and Sample:

2.1 Population: The population for this study includes all first-year students enrolled in the SU202: English for International Communication course at Silpakorn University, Phetchaburi IT Campus. The total population consists of 31 classrooms with approximately 1,091 students.

2.2 Sample Group: A purposive sample of 38 students was selected from one classroom within this population. The selected sample represents students from various academic majors, comprising six different programs: Fisheries Science, Tourism Management, Accountancy, Exhibition and Event Management, International Logistics Management, and Information and Communication Technology. This particular classroom was chosen to reflect the diversity of academic backgrounds within the course, allowing for an in-depth analysis of podcast consumption behavior across different fields of study. While the sample does not represent the entire population, it provides valuable insights into the specific group dynamics and their impact on podcast usage for language learning.

### 3. Research Tools:

#### 3.1 Instrument Format: Questionnaires comprising two parts:

Part 1: Surveys the podcast consumption behavior of first-year students to enhance learning in the SU202: English for International Communication course.

Part 2: Examines perceptions regarding the elements of podcast programs influencing the consumption of podcasts among first-year students in the SU202: English for International Communication course.

### 3.2 Tool Development:

The researchers developed an online questionnaire using Google Form. Once completed, the questionnaire was distributed to students via the class Line Group.

### 3.3 Tool Validation:

#### Validity:

The researchers subjected the questionnaire to expert review to assess content validity, construct validity, wording appropriateness, and question clarity to ensure that the questionnaire would yield relevant responses for this research.

#### Reliability:

The researchers conducted a pretest of the questionnaire with 30 individuals possessing characteristics similar to those of the sample group to test the reliability of the tool. Internal consistency was measured using Cronbach's Alpha coefficient.

The reliability testing results revealed a Cronbach's Alpha coefficient of 0.907 for measuring the frequency of podcast consumption across different program types and 0.880 for measuring perceptions regarding podcast program elements influencing podcast consumption behavior. These coefficients indicate the high reliability of the research tool.

## 4. Data Collection Procedure

Data was collected from 38 first-year students enrolled in the English for International Communication (SU202-162) course at Silpakorn University's Phetchaburi Information Technology Campus during the second semester of the 2023 academic year. Data was collected using a Google Form questionnaire.

## Procedure

The data collection process involved three main steps:

### Step 1: Learning from podcasts

Students were instructed to learn from three learning activities involving podcasts from both international and Thai channels:

1) Learn English With Podcast Conversion Episode 1-7: This playlist is from the Speak English Smartly YouTube channel (<https://www.youtube.com/@Speakenglishsmartly/playlists>), an international YouTube channel.

2) Learn English with PODCASTS: Students were required to choose at least seven episodes from this playlist on the Learn English With TV Series YouTube channel (<https://www.youtube.com/c/learnenglishwithtvseries>), another international YouTube channel.

3) PODCASTS from KND Studio: Students were required to choose at least seven episodes from this playlist on the KND Studio YouTube channel (<https://www.youtube.com/c/kndstudio>). KND Studio is a Thai content production studio that produces bilingual podcasts, videos, and on-ground activities. It is also an open space for people who want to use English under the concept of “Good language, good life.”

The podcast learning activities were meticulously crafted to correspond with the curriculum objectives outlined in SU202-162, which prioritize enhancing English language skills, expanding English proficiency, utilising English across various contexts, and applying English as a means of communication within diverse international and multicultural settings. In addition to the assigned podcasts, students were encouraged to explore and listen to supplementary podcasts that catered to their individual interests. These learning activities were integrated into the curriculum from weeks 8 to 15, allowing ample time for students to engage with the materials and derive maximum benefit from the experience.



## Step 2: Submitting reports

After watching the podcasts, students were required to submit reports by the deadline. These reports were designed to assess students' understanding of the podcast content and their ability to apply the learned skills in a practical context.

## Step 3: Administering the questionnaire

Data was collected from the questionnaire after students had completed the learning activities in Week 15. The questionnaire was distributed through the class Line group. The questionnaire consisted of both open-ended and closed-ended questions to assess students' perceptions of the effectiveness of podcasts in enhancing their English listening skills and overall English proficiency.

## Data Collection Tool

A Google Form questionnaire was used to collect data from the participants. The questionnaire consisted of both open-ended and closed-ended questions to assess students' perceptions of the effectiveness of podcasts in enhancing their English listening skills and overall English proficiency.

## 5. Data Analysis

The data analysis process for podcast consumption behavior was conducted according to specific objectives and the tools used for data collection. The analysis was structured as follows:

For the aspect of podcast consumption behavior within the context of the SU202: English for International Communication course, the analysis was conducted according to the following objectives:

- 5.1 Frequency of Podcast Consumption
- 5.2 Locations of Podcast Consumption
- 5.3 Primary Objectives of Podcast Consumption
- 5.4 Types of Podcasts Preferred for Consumption



## Analysis of Feedback on Podcast Format

The assessment of feedback regarding the podcast format was tailored to align with the objectives of the SU202: English for International Communication course. Segment 2 of the analysis aimed to gather insights from first-year students enrolled in the course, focusing on their perceptions of the podcast format's impact on learning. The data analysis encompassed various dimensions:

### 6. Analysis of Format Aspects Based on the Conceptual Framework by Supsinwivat and Setthajit (2020) Influencing Podcast Consumption:

#### Sender Attributes:

- 1) Evaluation of the credibility of podcast producers.
- 2) Assessment of the credibility of podcast hosts or their expertise in the subject matter.
- 3) Examination of storytelling techniques employed by podcast hosts.
- 4) Evaluation of the tone, delivery, and emotional resonance of podcast hosts.
- 5) Review of the appropriateness and accuracy of language usage by podcast hosts.

#### Format and Content Evaluation:

- 1) Assessment of the structure and coherence of podcast content.
- 2) Relevance of podcast content to the learning objectives of the SU202 course.
- 3) Clarity and comprehensibility of podcast content.
- 4) Consistency in conveying information across podcast episodes.
- 5) Practical applicability of podcast content in real-world contexts.
- 6) Timeliness and alignment of podcast content with current societal issues.
- 7) Enjoyability factor inherent in podcast content.

### **Communication Channels Assessment:**

- 1) Convenience of accessing podcast platforms for listening.
- 2) Audio quality and clarity of podcast episodes.
- 3) Accessibility and user-friendliness of podcast archives for revisiting previous episodes.
- 4) Availability of avenues for listener engagement or feedback.
- 5) Diversity and effectiveness of promotional strategies or podcast hosts.

### **Utilized Statistical Methods in the Study:**

Descriptive statistical techniques, including frequency distribution, percentage calculation, and mean calculation, were utilized to provide initial insights into population characteristics, frequency patterns of podcast consumption across different categories, and feedback related to podcast format elements that influence podcast engagement within the context of the SU202 course.

### **Theoretical Concepts and Research Frameworks**

1) Social Cognitive Theory: This theory emphasizes the influence of social factors on individual behavior. In the context of podcast consumption behavior, Social Cognitive Theory suggests that students' podcast preferences and behaviors may be influenced by observing and learning from others within their social environment, such as peers, instructors, and media personalities (Lori, 2011).

2) Technology Acceptance Model (TAM): TAM proposes that users' perceptions of the usefulness and ease of use of a technology influence their acceptance and adoption of it. Within the framework of this study, TAM can help understand how students perceive podcasts as a tool for language learning and communication and how these perceptions impact their willingness to engage with podcasts (Grover, 2015).



3) Media Richness Theory: This theory posits that different communication media vary in their ability to convey information effectively. Applied to podcast consumption behavior, Media Richness Theory can help analyze how the audio format of podcasts influences students' perceptions of their usefulness and suitability for language learning compared to other media forms (Saeed, Yang & Sinnappan, 2010).

4) Experiential Learning Theory: Experiential Learning Theory suggests that learning is enhanced through concrete experiences, reflection, conceptualization, and active experimentation. In the context of this study, Experiential Learning Theory can help understand how students' engagement with podcasts provides them with opportunities for experiential learning and language acquisition (Ferrer et al., 2020).

This section outlines the theoretical concepts and research frameworks underpinning our analysis of podcast consumption behavior among university students. These theoretical perspectives provide a lens through which we interpret the data collected and understand the factors influencing students' engagement with podcasts.

1. Social Cognitive Theory: Social Cognitive Theory highlights the role of social factors in shaping individual behavior. Within the context of podcast consumption, this theory suggests that students' preferences and behaviors may be influenced by observations and interactions within their social environment, including peers, instructors, and media personalities. By considering Social Cognitive Theory, we can explore how social dynamics impact students' podcast consumption habits and preferences.

2. Technology Acceptance Model (TAM): The Technology Acceptance Model (TAM) focuses on users' perceptions of the usefulness and ease of use of a technology, which influence their acceptance and adoption of it. Within our study, TAM helps us understand how students perceive podcasts as a tool for language learning and communication and how these perceptions shape their willingness to engage with podcasts. By applying TAM, we can analyze the factors contributing to students' acceptance or resistance towards incorporating podcasts into their learning practices.

3. Media Richness Theory: Media Richness Theory posits that different communication media vary in their ability to convey information effectively. When applied to podcast consumption behavior, this theory allows us to examine how the audio format of podcasts influences students' perceptions of their usefulness and suitability for language learning compared to other media forms. By considering Media Richness Theory, we can assess the unique affordances of podcasts as a medium for delivering educational content and its impact on student engagement and learning outcomes.

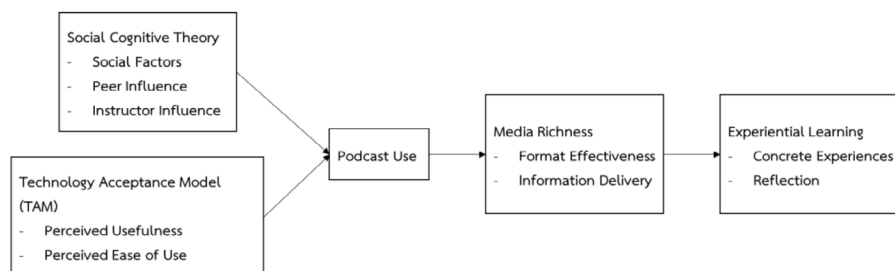
4. Experiential Learning Theory: Experiential Learning Theory emphasizes the role of concrete experiences, reflection, conceptualization, and active experimentation in the learning process. Within our study, this theory helps us understand how students' engagement with podcasts provides them with experiential learning and language acquisition opportunities. By applying Experiential Learning Theory, we can explore how podcast consumption aligns with active learning principles and facilitates students' acquisition of language skills through real-world exposure and application. By integrating these theoretical frameworks into our analysis, we aim to provide a comprehensive understanding of the factors influencing students' podcast consumption behavior and its implications for language learning and communication.

To visualize the integration of these theoretical perspectives and their application to this study, we have developed a research framework that illustrates how Social Cognitive Theory, Technology Acceptance Model (TAM), Media Richness Theory, and Experiential Learning Theory influence students' podcast consumption behavior. This framework demonstrates the connections between the theories and highlights the key factors that shape students' engagement with podcasts for language learning.

Figure 1 presents the research framework, visually representing the relationships among the theoretical concepts, the variables under investigation, and their contributions to understanding the research problem.

Figure 1

Research Framework



These theoretical concepts will guide the research investigating podcast consumption behavior and preferences among first-year students at Silpakorn University, Phetchaburi Information Technology Campus, who are enrolled in the SU202: English for International Communication course during the second semester of the academic year 2023. The framework will involve administering a questionnaire to gather data on students’ podcast consumption habits, preferences, and perceptions of podcast elements influencing their learning experiences. Analysis of the collected data will provide insights into the factors shaping students’ acceptance and use of podcasts for language learning, informing recommendations for enhancing teaching methods and student engagement in language courses.

Results

**1. Demographic Overview:** The study comprised 38 first-year students from the SU202: English for International Communication course at Silpakorn University, Phetchaburi IT Campus. Among these students, 15 (39.57%) were male, and 23 (60.63%) were female.

**2. Podcast Consumption Habits:**

2.1 Frequency: Students typically engaged with podcasts at a low frequency, averaging 1-2 days per week.

2.2 Popular Channels: The most favored podcast channel among students was KND, followed by the Learn English With TV Series podcast.

2.3 Duration: Students tended to listen to podcasts for approximately 30 minutes per session.

2.4 Location: Podcast consumption primarily occurred from the comfort of students' homes, indicating a preference for convenience.

2.5 Motivation: The primary motivation for podcast engagement was its relevance to the curriculum of the SU202 course in English for International Communication.

### **3. Perceptions of Podcast Format Elements:**

3.1 Overall View: Students held an overall positive view towards podcast format elements influencing consumption, with a mean score of 3.97.

3.2 Communication Channels: Communication channels received significant appreciation, with a mean score of 4.03.

3.3 Format and Content Agreement: Students expressed agreement (3.82) regarding the consistency and alignment of podcast content with their expectations.

3.4 Sender Attributes: Students highly valued the charisma, vocal tone, and emotional delivery of podcast hosts, indicating a mean agreement score of 4.05.

## **Conclusion, Discussion and Suggestions**

### **Conclusion:**

The study investigated the podcast consumption habits of 38 first-year students enrolled in the SU202: English for International Communication course at Silpakorn University, Phetchaburi IT Campus. Analysis of the data revealed that students engaged with podcasts at a low frequency, typically listening for 1-2 days per week. The most popular podcast channels among the students were KND Studio and Learn English With TV Series. Podcasts were predominantly consumed for around 30 minutes per session, mostly from the comfort of their homes, indicating the significance of convenience in consumption behavior. The primary motivation for engaging with podcasts was their alignment with the curriculum of the SU202 course, demonstrating the potential for integrating podcasts into educational settings.

## Discussion:

The findings of this study contribute to the growing body of research on the effectiveness of podcasts as supplementary learning tools in an educational setting. They underscore the significance of podcasts in meeting students' educational needs and preferences, particularly in the realm of English language learning. The positive perceptions of various podcast format elements, such as communication channels and sender attributes, highlight the crucial role of engaging content and effective delivery methods in attracting and retaining listeners.

Moreover, the alignment of our findings with previous research, such as "The Development of English Listening Comprehension Supplementary Material Using Podcast for the First Year English Major Students at Songkhla Rajabhat University," further strengthens the validity and relevance of our study (Sinraksa, Soreb, & Sukpan, 2022). In this related research, the authors aimed to develop English listening comprehension supplementary material using podcasts for first-year English major students and assess students' satisfaction with the material. Their findings indicated excellent results regarding both the quality of the podcast and students' satisfaction levels, mirroring our own study's positive outcomes.

Additionally, our findings resonate with the research conducted by Thongfook and Pattmanon (2016), which explored demographic factors influencing online media consumption behavior among middle-income individuals in Bangkok. Their study focused on the K-Expert service and revealed that the average duration of online media consumption per session fell within the range of 31 to 45 minutes, indicating a substantial engagement with online media content.

Furthermore, the favorable opinions of our sample group regarding podcast format components, as evidenced by their high ratings, corroborate the findings of Supsinwiwat and Setthajit (2020). Their study investigated the reception of Generation Y listeners toward podcast communication components and found a significantly positive view among participants,



particularly regarding format elements. This consistency across studies underscores the robustness of our findings and the broader implications for understanding podcast consumption behavior among university students. However, it is important to acknowledge the limitations of this study. The relatively small sample size of 38 participants may limit the generalizability of the findings to a broader population. Additionally, the reliance on self-reported data introduces the possibility of bias, as students may have provided responses that reflect their perceptions rather than actual behavior. Future research could benefit from larger sample sizes and the inclusion of objective measures, such as tracking actual podcast usage data, to validate these findings further.

Overall, this discussion highlights the importance of podcasts as effective educational tools supported by empirical evidence and aligned with existing research. The positive perceptions and engagement with podcast format components observed in our study emphasize the potential of podcasts to enhance educational experiences and facilitate language learning among university students.

### **Suggestions:**

#### **1. Utilizing Research Findings:**

Podcast producers should adhere to the finding that podcast episodes should not exceed 30 minutes to align with listeners' preferences.

Organizations involved in podcast production should focus on enhancing the charisma, vocal tone, and emotional delivery of podcast hosts to attract and retain listeners effectively.

Future Research Recommendations:

#### **2. Future Research Recommendations:**

Future research endeavors should explore deeper variables, such as the characteristics of podcast hosts in storytelling, to gain a better understanding of their impact on listeners' podcast consumption behavior.

Studying podcast content suitable for educational purposes, especially in the current “new normal” era, can provide valuable insights



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