

# Effects of Podcasting on Saudi EFL Learners' Mastery of Simple Past Irregular Verbs and Their Attitudes

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**Abstract**—As a modern language-learning method, podcasting has proved effective for teaching and learning different language skills. This study investigates the impact of using preexisting audio-only grammar podcasts to supplement the learning of simple past irregular verbs and their effects on students' perceptions of incorporating podcasts into grammar teaching. The participants were 72 Saudi female learners of English as a foreign language (EFL) enrolled in a grammar course at a Saudi university. They were divided into control ( $n = 36$ ) and experimental ( $n = 36$ ). The data was collected through a pretest and posttest on simple past irregular verbs and a questionnaire to measure the participants' attitudes toward using grammar podcasts in grammar teaching. The results revealed that grammar podcasts positively affected the students' mastery of irregular verbs in the categories of "affirmative statements (verbal and nominal)" and "yes/no questions". However, specific subcategories did not show improvement after the podcast intervention, including "identifying correct irregular verb forms", "wh- questions", "yes/no answers", and "negative statements". In addition, the study found that the learners' positive attitudes toward using podcasts increased due to their exposure to grammar podcasts. The findings may offer EFL teachers insights into how to implement preexisting audio-only grammar podcasts to improve students' understanding of irregular verbs and how to use them to supplement grammar instruction. Furthermore, grammar podcasts may maximize teaching efficiency by allowing students to listen to the material at their convenience, regardless of location or time.

**Index Terms**—podcasting, grammar instruction, EFL grammar instruction, irregular verbs, grammar

## I. INTRODUCTION

Learners of English as a foreign language (EFL) can maximize their language learning by using online resources. Podcasting is a modern tool for language learning and may have an advantage over other technologies in that it is available and accessible anywhere and at any time (Priyatmojo et al., 2022). This tool may be the most effective for language learners who strive to make the most of their time and can listen to information while commuting, driving, walking, or performing daily tasks. The literature on podcasting has revealed a significant potential to improve ease of use, flexibility, and accessibility in the context of learning (Nathan & Chan, 2007). Podcasting can encourage students to learn autonomously and study the lesson anywhere and at any time and can even boost their motivation for learning (Rajic, 2013). Podcasts are accessible online and provide authentic listening experiences for EFL learners by incorporating informal and formal language examples (Şendağ et al., 2019).

Specifically in the Saudi context, EFL learners often struggle to master the grammatical rules, especially regarding shifting from one tense to another, such as from present to past tense. This difficulty arises because the English language has different verb forms. For instance, past tense verbs can be divided into regular and irregular forms. Regular verbs take the ending *-ed*, whereas irregular verbs lack a consistent pattern that is simple to recall. Consequently, EFL learners often need help with irregular verbs.

Despite the potential benefits of podcasting for EFL learning, to the best of the researcher's knowledge, little research has examined its impact on EFL learners' mastery of the simple past tense of irregular verbs and their perceptions of using them. The current experimental study investigates how using preexisting podcast materials improves EFL learners' mastery of simple past irregular verbs and influences their perceptions of using them. This study is intended to inspire EFL instructors to devise more effective methods to teach grammar in general and simple past irregular verbs in particular. The study seeks to support the view that preexisting podcast materials can assist language instructors in improving their English grammar teaching. It also highlights the necessity of encouraging language instructors to incorporate cutting-edge technologies into their lessons as effectively as possible. The study seeks to answer the following questions:

RQ1: Is there a statistically significant difference before and after the implementation of podcasting in the mastery of the simple past tense irregular verbs among Saudi female EFL learners?

RQ2: Does the implementation of podcasting influence Saudi female EFL learners' perceptions of using podcasts in learning English grammar?

## II. LITERATURE REVIEW

### A. The Concept of English Grammar

Regardless of whether grammar should be taught in foreign-language classes, it is an essential skill for language proficiency, especially for EFL learners. According to Debata (2013) and Elturki (2014), grammar is one of the most challenging tasks in learning a foreign language, and it is important to emphasize it in language instruction. The ability to generate acceptable sentences is closely linked to grammar. Thus, learners must be able to produce sentences with the appropriate tenses. English has three primary tenses: past, present, and future. Each tense is defined by a unique set of verb forms that indicate the time of an action or event. This feature of English grammar makes it challenging to communicate effectively if one is unfamiliar with its verb tenses. The improper use of verb tenses can make sentences unintelligible or even meaningless. Communication in English can only occur successfully if the speaker knows how to use verb tenses properly to form correct phrases and sentences.

#### (a). Simple Past Tense in English

The simple past tense has been defined in different ways by grammarians. Azar (1992) says that “the simple past is used to talk about activities or situations that began and ended in the past” (p. 26). In English, the simple past tense is indicated by two types of verb forms: regular and irregular verbs. The simple past and past participle of regular verbs are suffixed with *-ed* (Murphy, 2007), as indicated by the examples in Table 1:

TABLE 1  
FORMATION OF REGULAR VERBS IN THE SIMPLE PAST TENSE

close + d = closed	discuss + ed = discussed	cry + ied = cried
bake + d = baked	work + ed = worked	fry + ied = fried
agree + d = agreed	remember + ed = remembered	dry + ied = dried

The simple past tense of regular verbs is formed as shown in Table 2.

TABLE 2  
FORMATION OF SIMPLE PAST REGULAR VERB STATEMENTS AND QUESTIONS

	Affirmative statements	Negative statements	Interrogative	
			yes/no questions and answers	wh- questions
Verb	subject + verb- <i>ed</i> + object + time signal	subject + <i>did</i> + <i>not</i> + verb base + object + time signal	<i>Did</i> + subject + verb base + object + time signal	Wh-question + <i>did</i> + subject + verb base + object + time signal
Example	He played basketball yesterday.	He did not play basketball yesterday.	Did he play basketball yesterday? Yes, he did. No, he did not.	Where did he play basketball yesterday?

There are two types of simple past irregular verb forms: those that entirely change and those that barely change at all. James (1998) argues that irregular verbs' past tense and past participle are distinct from those of regular verbs, which are formed by adding the suffix *-ed*. The English language has approximately 200 irregular verbs. Table 3 shows some examples.

TABLE 3  
FORMATION OF THE SIMPLE PAST TENSE OF IRREGULAR VERBS

bring = brought	drink = drank	do = did	cut = cut
buy = bought	swim = swam	draw = drew	hit = hit
teach = taught	run = ran	fall = fell	let = let

The formation of the simple past tense of irregular verbs can be classified into past tense verbal and past tense nominal. Past tense verbal is a sentence that uses a main verb as a predicate, sometimes followed by an object or a time signal. The formation of this type of verb is shown in Table 4.

TABLE 4  
FORMATION OF THE SIMPLE PAST TENSE OF IRREGULAR VERBS

	Affirmative	Negative	Interrogative	
			yes/no questions and answers	wh- questions
Verb	subject + verb past + object + time signal	subject + <i>did</i> + <i>not</i> + verb base + object + time signal	<i>Did</i> + subject + verb base + object + time signal	Wh-question + <i>did</i> + subject + verb base + object + time signal
Example	He saw a movie yesterday.	He did not see a movie yesterday.	Did he see a movie yesterday? Yes, he did. No, he did not.	Where did he see a movie yesterday?

Past tense nominal is a sentence that uses the verb *to be* (*was, were*) as a predicate followed by an object and sometimes a time signal. The formation of this type of verb is shown in Table 5.

TABLE 5  
FORMATION OF SIMPLE PAST IRREGULAR VERB STATEMENTS AND QUESTIONS (NOMINAL)

	Affirmative	Negative	Interrogative	
			yes/no questions and answers	wh- questions
<i>To be</i>	subject + <i>was/were</i> + object + time signal	subject + <i>was/were</i> + <i>not</i> + object + time signal	<i>Was/Were</i> + subject + object + time signal	Wh-question + <i>was/were</i> + subject + object + time signal
Example	He was a leader yesterday.	He was not a leader yesterday.	Was he a leader yesterday?	How was he a leader yesterday?

(b). *Use of Technology in Teaching the Simple Past Tense*

Early studies, as well as more recent work on the simple past tense, have focused on exploring the impact of specific technological tools on students' understanding of the simple past tense (Kusumawardhani, 2020; Najilah et al., 2024; Samad & Paris, 2023). Most studies have found positive effects of technology on students' learning of the simple past tense (Kusumawardhani, 2020; Najilah et al., 2024). Using a descriptive qualitative method, Kusumawardhani (2020) investigated how short stories on YouTube affected the teaching of the simple past tense in EFL settings. The participants were requested to watch, pay attention to, and have group discussions about the videos. Most students enhanced their understanding of the simple past tense patterns and regular or irregular verb use. Nevertheless, they still made mistakes by omitting letters in these verbs.

Recently, Najilah et al. (2024) conducted a quasi-experimental study to examine the impact of the Speedy English Grammar application on students' mastery of the simple past tense. The study used a quantitative method. The treatment (the Speedy English Grammar application) was given to the experimental group; the control class used only the English Grammar and Test application. Significant differences were found in post-test mean scores, favoring the experimental group. This indicated that Speedy English Grammar significantly enhanced students' mastery of the simple past tense. These studies, while demonstrating the effectiveness of technology in improving EFL learners' mastery of the simple past tense, also provide practical insights for educators and researchers in the field of language education.

An earlier study, however, found nearly no significant effect of technological tools on students' understanding of the simple past tense (Samad & Paris, 2023). Samad and Paris (2023) used mixed methods to assess EFL learners' ability to use irregular verbs through the Johnny Grammar's Word Challenge application. The researchers used percentage analysis to classify the participants' responses according to their ability level. After using the application, the student's proficiency in irregular verbs was classified as "fairly poor" and "average"; no student had excellent past tense verbal ability. Finally, the study revealed that the overall performance of the students was average.

B. *Podcasting*

The term "podcast" is formed from two words: "iPod" and "broadcast". However, podcasts are not limited to being played on iPods; they can also be played on MP3 players and various other types of media players on desktop computers and mobile devices. According to Sze (2006), podcasts are web-based audio or video programs typically released regularly (Sze, 2006, p. 116). Rosell-Aguilar (2007) says that podcast episodes are downloadable and can be listened to on different devices such as an MP3 player, iPod, or computer. What makes podcasting advantageous is its potential to offer subscription functionality. Listeners can subscribe to their preferred podcasts using an RSS (Really Simple Syndication) feed. Moreover, computers and mobile phones can be set to receive alerts whenever new episodes are uploaded, making it easier to stay up to date. Podcast applications like iTunes can even automatically download the latest episodes, further enhancing the user experience. Importantly, podcasts play a crucial role in facilitating distance learners' access to classes, tasks, and assignments through audio or video formats, ensuring that everyone can benefit from this educational tool.

The literature has identified three significant types of podcasts: enhanced, video, and audio-only (Brown et al., 2009; Liu & McCombs, 2008). Audio-only podcasts use an audio delivery format, whereas enhanced podcasts and screencasts combine audio with visuals such as presentations, photographs, and graphics (Fernandez et al., 2009). Video podcasts, also known as vodcasts, are a type of video file that can take up a large amount of storage space. With the availability of high-speed connectivity, video files are being used more frequently (Kay, 2012).

McGarr (2009) classifies instructional podcast use into three categories: substitutional, supplementary, and creative. Substitutional use refers to reinforcing passive learning by providing learners with recordings of lectures for revision. Supplementary use refers to assisting the learning process by providing supplementary materials. This type of use can come in two forms: summaries of course materials or additional materials that broaden or deepen the student's understanding. It can foster greater cognitive learning results by providing alternative perspectives on previously delivered content. It also enables further investigation of topics. Creative use of podcasts refers to engaging students in learning by helping them construct knowledge rather than merely receiving it. This kind of use empowers students to develop their information and computer technology skills by creating their own podcasts and exploring the material they have been exposed to earlier. It also fosters peer learning and collaboration.

(a). *Effects of Podcasting on EFL Learners' Language Skills*

Several studies conducted in EFL contexts have shown that podcasts help improve students' EFL skills. Podcasts can be efficiently used to teach foreign-language skills and can be used to improve vocabulary, listening, speaking, and reading (Yao & Zuo, 2009; Farshi & Mohammadi, 2013; Al Fadda & Al Qasim, 2013; Mohammed & Al-Ahdal, 2020). In China, Yao and Zuo (2009) found that EFL students who listened to Voice of America Special English podcasts made "progress in their speaking and writing" (p. 31). The study revealed that their confidence grew because of their progress. More involvement in the activities was observed by the learners, too. However, the researchers did not try to quantify the improvement.

Using podcasts to teach vocabulary appears to be effective, enjoyable, and motivating for students, as Farshi and Mohammadi's (2013) study indicates. The study used video podcasts to teach vocabulary to 30 intermediate-level university students. A questionnaire with a 5-point Likert scale was used to understand the participants' perceptions of using podcasts to learn vocabulary. The study found that the participants had positive attitudes and high motivation. However, the participants identified some obstacles: difficulty accessing the internet and internet speed issues. In general, podcasts assisted learners in expanding their vocabulary and improved their attitudes toward learning English vocabulary.

Furthermore, several studies have used podcasts to improve EFL learners' listening and pronunciation. In a quantitative study, Al Fadda and Al Qasim (2013) investigated how 46 Saudi female EFL students in higher education perceived podcasts in terms of improving their listening comprehension. The results showed significant differences between the experimental and control groups, favoring the experimental group. Podcasts increased students' motivation, created a fun learning environment, and improved their automaticity and listening comprehension. In addition, Mohammed and Al-Ahdal (2020) examined Saudi EFL learners' use of podcasts to learn pronunciation. The study employed audio-visual MP3 features on smartphones to assess the impact of podcasts on pronunciation abilities. After a 3-month intervention, the experimental group showed a significant improvement of over 50% in their average pronunciation test scores. The study concluded that podcasts are a valuable educational resource and should be used to the advantage of EFL learners.

Thus, the positive findings of earlier studies suggest the need to incorporate podcasts into the EFL curriculum and familiarize teachers with the use of this technology in the classroom, especially in EFL settings.

#### *(b). Effects of Podcasting on EFL Learners' Grammar Skills*

According to Chaikovska (2018), "podcasts are a highly effective teaching strategy due to their authenticity, multifunctionality, ability to motivate, flexibility," and their facilitation of "rapid absorption of information" (Chaikovska, 2018, p. 145). In addition to enhancing their communication skills, they provide students with a suitable resource for engaging in grammar learning in a second or foreign language (Urbina, 2022). Grammar podcasts can foster students' language proficiency, confidence, and speaking abilities (Kelly & Klein, 2016; Qiang & Klein, 2013). Furthermore, podcasts encourage the sharing of experiences and assist students with their grammatical abilities (Chaikovska, 2020). Moreover, they promote students' learning autonomy and cultivate creativity (Thompson, 2007).

Only a few studies, however, have focused on using podcasting to enhance EFL learners' grammar skills. Instead, examining the effects of podcasting on improving grammar skills have often been combined with other language skills. Nevertheless, along with the other language skills, these studies have reported positive effects of podcasting and significant enhancement of students' grammar performance. For instance, the potential of using podcasts to improve students' grammar and pronunciation was examined by Suseno (2023). The sample included 12 EFL students who listened to podcasts focusing on the speaker's voice. They also read transcripts while listening and gave special attention to grammatical content. While listening, they highlighted words and phrases related to the grammar concepts that were the focus of the study. The students' grammar, structure, and pronunciation were significantly improved. The study concluded that podcasts can be valuable for enhancing students' grammar and pronunciation. In addition, Nguyen (2011) found that ESL students in the US improved their writing, particularly grammar, by 91% after using podcasts compared to a control group. The most significant positive effect was observed with prepositions.

Furthermore, Istanto (2011) attempted to develop listening skills and grammar knowledge by designing five podcast units as supplementary materials. A questionnaire was administered at the end of the study, revealing that podcasting implementation significantly improved students' listening skills, grammar knowledge, and knowledge of the target community's culture. It also indicated that because students can download authentic podcast materials from the internet for engaging listening practice, podcasting implementation improved their listening skills. Thus, previous studies (Suseno, 2023; Nguyen, 2011; Istanto, 2011) have demonstrated the practicality and effectiveness of podcasts in improving students' grammar and overall language proficiency, empowering educators and students alike in their language learning journey.

#### *(c). Students' Attitudes Toward Podcasting*

Several studies have shown that podcasts can be helpful for language learning (Thorne & Payne, 2005; Stanley, 2006). With most students now bringing laptops to class, podcasting can foster an efficient learning environment. Since students carry their devices, they can access more resources recommended by their teachers as they are "riding the bus or tube, walking across campus or through a shopping mall" (Thorne & Payne, 2005, p. 386). Moreover, when podcasts supplement classroom instruction or are integrated into the syllabus, they can "spice things up in class" (Stanley, 2006, p. 3).

Some studies have focused on measuring students' attitudes toward using podcasts to increase their motivation for EFL learning. These studies have reported a significant boost in students' motivation toward using podcasts for EFL learning (Rachmaniputri et al., 2021; Perez et al., 2011; Lauer, 2009). For instance, a study on students' attitudes toward using podcasts in listening classes was carried out by Rachmaniputri et al. (2021). The results indicated that most students showed a remarkable improvement in their motivation toward using podcasts in the classroom. They also reported that podcasts significantly enhanced their interest, motivation, and performance in listening classes.

Moreover, most students who listen to English podcasts describe their experience as valuable and entertaining. For instance, a study by Perez et al. (2011) that required students in Spain to listen to podcasts revealed that most of the students not only found it beneficial but also enjoyable. Additionally, Lauer (2009) reported that 90% of college students in a Japanese university thought the English podcasts they listened to were excellent or outstanding, indicating a high level of student satisfaction and appreciation for the use of podcasts.

Podcasting has shown promising results as a tool to enhance students' motivation. However, it is crucial to recognize that not all students may have the same level of motivation to listen to podcasts. Lazzari's (2008) study on using podcasts as supplementary material, involving 47 students of multimedia communications at an Italian university, revealed a generally positive attitude toward podcasting. However, students significantly preferred notes as a quick revision tool. This preference underscores the need for further exploration of the use of podcasts and their influence on students' perceptions, focusing on enhancing motivation.

Thus, several studies have revealed that podcasting is an effective tool for enhancing EFL students' proficiency. Moreover, they have proved to be efficient in teaching several EFL skills, such as vocabulary, grammar, speaking, listening, and reading comprehension (Yao & Zuo, 2009; Farshi & Mohammadi, 2013; Al Fadda & Al Qasim, 2013; Mohammed & Al-Ahdal, 2020; Suseno, 2023; Nguyen, 2011; Istanto, 2011). Furthermore, instructors can incorporate podcasts into EFL teaching to boost students' motivation and enthusiasm to learn the language (Rachmaniputri et al., 2021; Perez et al., 2011; Lauer, 2009).

### III. METHODOLOGY

#### A. Participants

This study was conducted in a Saudi university for approximately 2 months in the second semester of the academic year 2024. The researcher employed convenience sampling methods to select the participants. The participants were 72 Saudi female EFL students taking a grammar course in the Department of English Language and Literature. The participants were divided into control ( $n = 36$ ) and experimental ( $n = 36$ ) groups. All participants were in their first year of study, and their ages ranged from 18 to 24 years.

#### B. Instruments

A quantitative methodology was employed to investigate the research questions. It used a pretest–posttest and true experimental design incorporating grammar podcasts for supplementary use in the teaching and learning process of the simple past tense of irregular verbs. Two instruments were used: a test and a questionnaire.

##### (a). Test

The test was intended to measure students' mastery of simple past irregular verbs. It was adopted from the EnglishPracticeTest website and was used as a pre- and posttest. Based on each student's IELTS score, the A1 test on the website, a pre-intermediate-level test, was selected by the researcher to assess the student's mastery of simple past irregular verbs in different subcategories. The test questions focused on measuring students' ability in seven subcategories. These subcategories include the participants' ability to identify correct simple past irregular verb forms and their ability to use irregular simple past verbs in affirmative and negative statements, *wh*- questions, and *yes/no* questions and their answers.

##### (b). Questionnaire

A questionnaire from Bozavlı's (2024) study exploring students' perceptions of using podcasts for learning grammar was adopted and adapted. The questionnaire was originally used by Bozavlı (2024) to measure students' perceptions of how podcasts influence their English listening skills. The questionnaire uses a 5-point Likert scale, ranging from *strongly agree* (5) to *strongly disagree* (1). The current study used this questionnaire to elicit the participants' perceptions of using grammar podcasts to improve English grammar skills.

##### (c). Instrument Reliability and Validity

The test used in this study was peer-reviewed and validated by three professors of applied linguistics in the Department of English Language and Literature at a university in Saudi Arabia. The researcher assessed the reliability of the instruments used in the study using the Spearman–Brown and split-half methods. Table 6 presents the results of the reliability test of the instruments. The reliability analyses revealed that both the grammar test and the attitude questionnaire were reliable instruments. The grammar test demonstrated strong internal consistency reliability, with a

split-half reliability coefficient of .734. Similarly, the attitude questionnaire had a strong reliability, with a split-half coefficient of .877.

TABLE 6  
RELIABILITY COEFFICIENTS OF THE INSTRUMENTS

Instrument	Number of items	Spearman–Brown	Split-half
Grammar test	88	.746	.734
Attitude questionnaire	20	.876	.877

### C. Procedure

According to the literature, podcasting can be used to create materials or it can use preexisting resources, including authentic materials and language courses (Rosell-Aguilar, 2007). The current study, in a practical application of this concept, used a preexisting audio-only podcast as supplementary material to a traditional grammar lecture to broaden the EFL students' understanding of simple past irregular verbs. The podcast, titled "English Story: Irregular verbs with the Titanic," was taken from the "American English Podcast" channel. This channel was chosen for its expert-produced content and free downloadable materials for computers and smartphones via the App Store (Apple) and Google Play. The podcast begins with an explanation of the simple past irregular verb forms, narrates a short story about the Titanic, highlights 10 irregular verbs mentioned earlier in the story, and concludes with a short quiz on these verbs.

At the beginning of the third semester of the academic year 2024, the researcher met the participants and explained the study's objectives. Students expressed willingness to participate in the study. Consent was then obtained from the participants. In the second meeting, a pretest in a web-based format was administered to assess students' basic understanding of simple past irregular verbs. It was constructed on Google Forms, and the link was shared with the students during the meeting. At the end of the second meeting, the pretest results were obtained. The researcher then divided the sample into two groups: experimental and control. The experimental group was asked to complete the questionnaire about their perceptions to gain insights into their attitudes toward podcasting before receiving the treatment. In the third meeting, the researcher explained the forms and formation of simple past irregular verbs and administered the treatment in the form of a podcast to the experimental group. The control group did not receive any treatment. The researcher ensured that the students listened to the podcast attentively and took notes of the information they heard. Following that, and in the same meeting, a posttest was administered to students to assess their mastery of simple past irregular verbs, and they were requested to complete the questionnaire about their perceptions again to see if the treatment affected their attitudes toward using grammar podcasts.

### D. Data Analysis

The data was analyzed using Statistical Package for the Social Sciences (SPSS) version 27. The researcher used descriptive analysis to analyze the grammar test results and the questionnaire about the student's perceptions of using podcasts to learn grammar. A paired-samples *t*-test was conducted to compare the experimental group's test scores before and after treatment and to statistically analyze the participants' perceptions of using podcasts to learn grammar before and after the intervention.

## IV. RESULTS AND DISCUSSION

### A. Effect of Podcasts on Learners' Mastery of Irregular Verbs

The results of the independent-samples *t*-test indicate that there is no statistically significant difference in pretest scores between the experimental and control groups. Specifically, the experimental group ( $n = 36$ ) had a mean score of 31.39 with a standard deviation of 8.81 while the control group ( $n = 36$ ) had a mean score of 31.5833 with a standard deviation of 9.54501. Levene's test for equality of variances confirmed that the assumption of equal variances was satisfied, with a *p*-value of .476, exceeding the conventional significance level of 0.05 (see Table 7). These results demonstrate that the experimental and control groups were comparable in their pretest performance, suggesting that any differences observed in subsequent outcome measures can be attributed to the intervention rather than preexisting differences between the groups.

TABLE 7  
INDEPENDENT-SAMPLES T-TEST FOR PRETEST SCORES FOR THE EXPERIMENTAL AND CONTROL GROUPS

		<i>n</i>	Mean	Std. Deviation	Levene's test for equality of variances		<i>t</i> -test for equality of means		
					<i>F</i>	Sig.	<i>t</i>	<i>df</i>	One-sided <i>p</i> -value
Pretest	Experimental	36	31.38	8.81	.514	.476	-.090	70	.476
	Control	36	31.58	9.54					

The results presented in Table 8 for mastering irregular verbs across various subcategories indicate improvements from pretest to posttest scores. The average score for the subcategory "identifying correct irregular verb forms" increased from 0.836 to 0.892; for the "wh-questions" subcategory, 0.694 to 0.750; for the "negative statements" subcategory, 0.761 to

0.841; for the “affirmative statements (verbal)” subcategory, 0.629 to 0.740; for the “affirmative statements (nominal)” subcategory, 0.597 to 0.673; and for the “yes/no questions” and “yes/no answers” subcategories, 0.796 to 0.898 and 0.958 to 0.972, respectively. Overall, the average score for mastering irregular verbs rose from 0.717 to 0.803, suggesting overall progress in learners’ mastery of irregular verbs after the intervention.

TABLE 8  
DESCRIPTIVE STATISTICS FOR THE PRE- AND POSTTEST SCORES FOR IRREGULAR VERBS

Subcategory	Test	N	M	SD	SE
1. Identifying correct irregular verb forms	Pre	36	.836	.229	.038
	Post	36	.892	.177	.029
2. Wh- questions	Pre	36	.694	.467	.077
	Post	36	.750	.439	.073
3. Negative statements	Pre	36	.761	.291	.048
	Post	36	.841	.259	.043
4. Affirmative statements (verbal)	Pre	36	.629	.296	.049
	Post	36	.740	.236	.039
5. Affirmative statements (nominal)	Pre	36	.597	.217	.036
	Post	36	.673	.213	.035
6. Yes/no questions	Pre	36	.796	.229	.038
	Post	36	.898	.174	.029
7. Yes/no answers	Pre	36	.958	.184	.030
	Post	36	.972	.116	.019
Total	Pre	36	.717	.216	.036
	Post	36	.803	.172	.028

The results of the paired-samples *t*-test comparing students’ scores in irregular verb tests across different subcategories revealed varying degrees of statistical significance in the scores obtained before and after the test (see Table 9). The results revealed significant differences in three of the seven subcategories of irregular verbs examined after the podcast intervention: “affirmative statements (verbal)”, “affirmative statements (nominal)”, and “yes/no questions”. The category “affirmative statements (verbal)” results showed a statistically significant mean variation of  $-0.1111$ , with a *p*-value of .007. In addition, the category “affirmative statements (nominal)” showed a statistically significant disparity, as indicated by a *p*-value of .047 and a mean difference of  $-0.0763$ . Similarly, the group of questions categorized as “yes/no questions” had a statistically significant difference in means of  $-0.1018$  and a *p*-value of .026.

The results showed no significant differences in four subcategories of irregular verbs after the podcast intervention: “identifying correct irregular verb forms,” “wh- questions,” “negative statements,” and “yes/no answers.” For the subcategory “identifying correct irregular verb forms,” the mean difference was  $-0.0555$ , with a *p*-value of .200, indicating no statistically significant difference. Moreover, the category “wh- questions” did not exhibit any statistically significant variation, as indicated by a mean difference of  $-0.0555$  and a *p*-value of .487. In addition, the group designated as “negative statements” showed no statistically significant differentiation, as indicated by a mean difference of  $-0.0793$  and a *p*-value of .101. Furthermore, the category labelled “yes/no answers” showed a mean difference of  $-0.0138$  and a *p*-value of .711, suggesting no statistically significant change.

TABLE 9  
PAIRED-SAMPLES T-TEST FOR EACH TEST CATEGORY OF IRREGULAR VERBS

Pretest–posttest pair	Paired differences					Significance		
	M	SD	SE	95% confidence interval of the difference		t	df	Sig (2-tailed)
				Lower	Upper			
1. Identifying correct irregular verb forms	-.0555	.255	.042	-.141	.030	-1.305	35	.200
2. Wh- questions	-.0555	.474	.079	-.216	.105	-.702	35	.487
3. Negative statements	-.0793	.282	.047	-.174	.016	-1.685	35	.101
4. Affirmative statements (verbal)	-.1111	.231	.038	-.189	-.032	-2.874	35	.007
5. Affirmative statements (nominal)	-.0763	.222	.037	-.151	-.001	-2.063	35	.047
6. Yes/no questions	-.1018	.262	.043	-.190	-.013	-2.332	35	.026
7. Yes/no answers	-.0138	.223	.037	-.089	.061	-.373	35	.711

Table 10 presents the results of the paired-samples *t*-test for the general mastery of irregular verbs. The test reveals a mean difference of  $-0.085$  between the scores obtained in the pretest and posttest, with a standard deviation of 0.179. The *t*-value of  $-2.84$  and *p*-value of .007 show that the increase in the mastery of irregular verbs is statistically significant at

the .05 level. These results suggest that the intervention significantly positively affected the learners' mastery of irregular verbs.

TABLE 10  
PAIRED-SAMPLES T-TEST FOR THE OVERALL TEST OF IRREGULAR VERBS

	Paired differences					Significance		
	<i>M</i>	<i>SD</i>	<i>SE</i>	95% confidence interval of the difference		<i>t</i>	<i>df</i>	Sig (2-tailed)
				Lower	Upper			
Pretest–posttest	-.085	.179	.029	-.146	-.024	-2.84	35	.007

### B. Effect of Podcasts on Learners' Attitudes Toward Their Use in Grammar Learning

The results presented in Table 11 show that learners' overall attitudes toward the use of podcasts increased from a mean score of 4.13 in the pretest to 4.31 in the posttest. Learners' attitudes toward specific aspects also showed an increase, as they found podcasts helpful in improving their English language (item 1) and grammar skills (item 2), and they were motivated (item 4) and enjoyed listening to podcasts (item 6). In addition, students' perception of podcasts as helpful in learning English grammar significantly improved in the posttest (item 7). Overall, the descriptive statistics indicate that the learners' positive attitudes toward using podcasts increased after exposure to podcasts as a learning tool.

TABLE 11  
DESCRIPTIVE STATISTICS FOR THE PRE- POSTTEST SCORES OF LEARNERS' ATTITUDES TOWARD PODCASTS

Item	Test	<i>n</i>	<i>M</i>	<i>SD</i>	<i>SE</i>
1. I think podcasts will improve my English language skills	Pre	36	4.50	0.609	.102
	Post	36	4.64	0.639	.107
2. I think podcasts will improve my grammar skills	Pre	36	4.28	0.741	.124
	Post	36	4.44	0.773	.129
3. I like listening to podcasts	Pre	36	4.03	1.082	.180
	Post	36	4.08	1.204	.201
4. Listening to podcasts motivates me to learn English	Pre	36	3.97	0.696	.116
	Post	36	4.19	0.856	.143
5. Podcasts motivate me to learn English grammar	Pre	36	3.89	0.919	.153
	Post	36	4.17	1.000	.167
6. I find podcasts fun for learning English grammar	Pre	36	3.86	1.018	.170
	Post	36	4.00	0.894	.149
7. I find podcasts helpful in learning English grammar	Pre	36	3.94	1.040	.173
	Post	36	4.44	0.695	.116
8. The length of podcasts affects my motivation to learn English grammar	Pre	36	4.22	0.898	.150
	Post	36	4.36	0.723	.121
9. The topic of podcasts affects my motivation to learn English grammar	Pre	36	4.44	0.939	.157
	Post	36	4.58	0.649	.108
10. To improve my English grammar skills, I will listen to podcasts outside the classroom whenever I can	Pre	36	4.17	0.811	.135
	Post	36	4.22	0.959	.160
Overall attitude	Pre	36	4.13	0.570	.095
	Post	36	4.31	0.556	.092

The paired-sample *t*-test results revealed a statistically significant difference in learners' general attitudes before and after the podcast intervention, with a mean difference of  $-0.183$  and a *p*-value of  $.006$ . This finding not only suggests a positive increase in learners' attitudes toward implementing podcasts after the intervention, but also highlights the success of the podcast intervention. The *p*-value of  $.006$  allows the null hypothesis to be rejected, thereby verifying the statistical significance of the observed increase in attitudes (Table 12).

The analysis of individual items indicated that the impact of the podcast intervention on learners' attitudes was not consistently significant for all the assessed items (see Table 11). The participants' attitudes toward podcasts for improving their English language were positive, although the difference was not statistically significant. Items 1–6 and 8–10 did not reveal any significant mean differences before and after the intervention, as evidenced by *p*-values above the significance level. However, the overall positive perception of podcasts as beneficial for enhancing English grammar skills, with a significant statistical difference after the intervention, confirms the effectiveness of the intervention.

TABLE 12  
 PAIRED-SAMPLES T-TEST OF LEARNERS' ATTITUDES BEFORE AND AFTER THE PODCAST INTERVENTION

Item	Paired differences					Significance		
	<i>M</i>	<i>SD</i>	<i>SE</i>	95% confidence interval of the difference		<i>t</i>	<i>df</i>	Sig (2-tailed)
				Lower	Upper			
1. I think podcasts will improve my English language skills	-.139	.593	.099	-.340	.062	-1.405	5	.169
2. I think podcasts will improve my grammar skills	-.167	.737	.123	-.416	.083	-1.357	5	.183
3. I like listening to podcasts	-.056	.955	.159	-.379	.267	-.349	5	.729
4. Listening to podcasts motivates me to learn English	-.222	.929	.155	-.537	.092	-1.435	5	.160
5. Podcasts motivate me to learn English grammar	-.278	.882	.147	-.576	.021	-1.890	5	.067
6. I find podcasts fun for learning English grammar	-.139	.798	.133	-.409	.131	-1.044	5	.304
7. I find podcasts helpful in learning English grammar	-.500	.028	.171	-.848	-.152	-2.918	5	.006
8. The length of podcasts affects my motivation to learn English grammar	-.139	.762	.127	-.397	.119	-1.094	5	.281
9. The topic of podcasts affects my motivation to learn English grammar	-.139	.931	.155	-.454	.176	-.896	5	.377
10. To improve my English grammar skills, I will listen to podcasts outside the classroom whenever I can	-.056	.674	.112	-.284	.172	-.495	5	.626
Overall attitude	-.183	.373	.062	-.309	-.056	-2.943	5	.006

This study has produced various noteworthy results. First, podcasts positively and significantly affected learners' mastery of specific subcategories of irregular verbs, including "affirmative statements (verbal)," "affirmative statements (nominal)," and "yes/no questions." However, their competence with other irregular verb categories did not improve after the podcast intervention. These subcategories included "identifying correct irregular verb forms," "wh-questions," "yes/no answers," and "negative statements." These findings indicate that although podcasts might help improve specific aspects of grammar, their impact may differ among categories of grammar. The lack of progress in particular subcategories of irregular verbs suggests a need to modify the podcast material to improve student engagement and learning outcomes. This finding supports previous studies that reported the positive effects of listening to podcasts on improving students' grammar skills, such as those of Suseno (2023), Nguyen (2011), and Istanto (2011).

Furthermore, the study revealed a significant shift in learners' attitudes toward the use of podcasts for grammar learning post-intervention. This positive change underscores the beneficial impact of podcasts on learners' attitudes toward this tool in the learning process. This finding aligns with previous studies that reported positive attitudes toward using podcasts for EFL learning (Rachmaniputri et al., 2021; Perez et al., 2011; Lauer, 2009). The findings of the current study underscore the potential of preexisting audio-only podcasts as effective tools in educational environments. This underscores the need for further exploration of their use in various disciplines and situations, encouraging future research and application of this learning tool.

### C. Pedagogical Implications

The researcher expects that the research findings will have practical significance. They can be used to inform EFL students of the effectiveness of preexisting audio-only podcasts in enhancing their mastery of irregular verbs in the context of teaching irregular simple past tense verbs and grammar skills in general. Moreover, the findings may provide EFL teachers with new information regarding implementing the preexisting audio-only podcasts to enhance students' mastery of irregular verbs. Grammar instructors can supplement their teaching of different grammar concepts with preexisting podcasts now available for students. The results will also serve as a reference for further studies to help improve students' grammar learning in an EFL context.

## V. CONCLUSION

Podcasts are an effective instructional instrument due to their authenticity, adaptability, motivating influence, flexibility, and the speed with which their content can be assimilated. This study argues that incorporating preexisting audio-only podcasts into grammar instruction and learning is a practical approach to teaching EFL. Using podcasts for educational purposes may be an enjoyable and rewarding endeavor, and using English-language podcasts may be effective for extracurricular grammar activities and professional English-language courses, schools, and institutions. Podcasts can supplement grammar instruction as summaries of course material or as additional material that broadens or deepens the student's understanding of the grammar points (McGarr, 2009). Importantly, they can also save teaching time and effort,

since students can listen to them anywhere and at any time, providing a sense of relief and efficiency in the teaching process.

The current study was limited to investigating the effectiveness of preexisting audio-only podcasts on students' mastery of irregular verbs in the simple past tense. Future studies should examine different aspects of grammar, including different tenses. Furthermore, this study's instructional use of podcasts was limited to preexisting supplementary material to assist in learning irregular simple past tense verbs. Future studies could use podcasts more creatively by encouraging students to make their own podcasts for grammar learning. In addition, the study was limited to audio-only podcasts. Future research could examine the usefulness of podcasts in EFL grammar teaching and learning. Finally, the study was limited to Saudi female EFL students at the university level. Further research could experiment with podcasts on younger EFL students from high schools or intermediate schools. Moreover, an analysis should be conducted on the most popular EFL grammar teaching and learning podcasts.

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