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## Yardsticks for Evaluating ELT Pod/Vodcasts in Online Materials Development and Their Implications for Teacher Education and Art Assisted Language Learning

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### Abstract

ELT online materials development, which is a multifaceted multidisciplinary area, is not welcomed by many teachers, because it is demanding, challenging and confusing. They fear facing new technologies in their teaching sessions to avoid failing or being caught by other audiences. Furthermore, they struggle hard in evaluating their pod/vodcasts. In order to remove the fears and barriers, this qual+quan study considers the personality types, natural potentials to perceive abstract problems, tendency towards being assertive/passive and level of intelligence of 10 IAU professors by asking them to answer four types of questionnaires. They were interviewed and asked to develop podcasts and vodcasts before and after receiving one-month treatments, which were the researchers' self-made pod/vodcasts and YouTube's short movies about Art Assisted Language Learning (AALL) on the Telegram group, MArt. To evaluate their products, two sets of checklists were developed based on the codes derived from the interview, the researchers' studies of the present literature, a panel of ELT experts and two film directors' ideas that resulted in five main categories of 'quality', 'teacher/presenter features', 'technical features', 'scientific features' and 'marketing'. These evolutionary yardsticks will hopefully pave the way for online materials developers to reflect on their pod/vodcasts before being analyzed by their audiences worldwide, and to recognize their style of presentation to see whether they are more successful in audio presentation and/or visual one.

**Keywords:** AALL; Pod/vodcasting; Podcasts; Teachers as online materials developers; Vodcasts

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### INTRODUCTION

Different centuries bring about different changes, and the rapid growth of technologies one after another makes us feel that we need

something more than traditional life styles of the 20<sup>th</sup> century people so as to survive. According to Watson (1999), theatre, telegraph, newspaper for a while at the turn of the century were all and everything for us to be informed or entertained. Then in the 1930s with the appearance of movies

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and telephones, expectations in communication lines changed. Shortly after that, TV in the 1950s made all the aforementioned communication vehicles pale. With the advent of web-technologies, at the turn of the new century, everything changed drastically, and this newcomer replaced TV, telephones and newspapers largely. As Karpatir(2011) says, “information and communication technologies (ICTs) have penetrated all areas of contemporary life” (P. 1). According to Dudeney, Hockly and Pegrum(2013), one of the dominant services running on the internet is the World Wide Web, which is made up of millions of interlinked websites. They further point out that “nowadays many teachers primarily use free or low-cost web 2.0 services in their lessons” (p.4).

Humanities have always feared technology, such as books, telegraph, postcards, comic books, television, CDs, mobile phones and nowadays contemporary media, such as Wikipedia, YouTube, Facebook, Twitter, chat and text messaging. For example, Socrates feared that writing would result in a decline in memorization and a decrease in discussion, since it was the new technology of his day. Another example could be Seneca in ancient Rome, who believed that “in reading of many books is distraction” (Seneca, 1917, cited in Dudeney, et al., 2013, p.1). However, “it’s not just books that once seemed iniquitous”, and “the same pattern has repeated itself with the arrival of each new communications technology” (p.1). Therefore, “like all past communications technologies, our new digital tools will be associated with changes in language, literacy, education and society” (p.2). There are for sure some losses, (such as “a decline in more linear approaches to reading or more reflective approaches to writing” (p.2)), and some gains, (such as “education through personal learning networks (PLNs), or collaborative projects based on collective intelligence” (p.2)). Still different strategies and educational parties are some way off from new technologies, yet the day will definitely come “when our new tools are so enmeshed in our routine language and literary practices that barely notice them more” (p.2).

One way to distribute valuable materials via Internet is pod/vodcasts. Podcasting is “the delivery of multimedia files via the Internet to a PC or mobile device” (Talbot, 2007, p.78). As Gkatzidou and Pearson(2007) point out “podcasting is a fairly new method of Web-based broadcasting that may be used for automatically transferring digital audio or video (vodcasting) to portable media players. Vodcasting uses the enclosures of Real Simple Syndication (RSS) feeds for distribution of video content that can be downloaded to mobile devices” (p. 327). Teachers as materials developers can produce their own educational audios or videos, and share them with their online learners; in this case, they are pod/vodcasting.

Watkins(2005) believes that online courses are not the electronic adaptation of the traditional correspondence course in which interactivity and engagement have often been lacking. On the other hand, these courses can in an effective way use Internet technologies to facilitate e-learning. Therefore, it is exciting, purposeful, and fruitful for online learners.

According to Seale, Boylr, Ingraham, Roberts and MvAvinia(2007), there are enough established rules and conventions on the way material developers should write learning materials, should print them in specific practical formats, should store and receive them in order to use whenever they will be in need of them. However, the way is not paved for contemporary learning technologies designers who deal with new sources. Besides, they need to develop understanding of such sources and materials to improve the educational experience of learners. There are these key design issues as they introduce “Designing for learning: a focus on the designer”, “Designing for accessibility: a focus on the learner”, “Designing for re-usability: a focus on the resource” (p. 121).

One of the crucial elements as Burgstahler (2002, cited in Seale, et al., 2007) states in designing is to design for all learners. It means online materials developers should think about accessibility that can heavily influenced by Uni-

versal Design approach, which is also called Design for All, Barrier Free Design or Inclusive Design.

Design for All can be defined as follows: “in designing with disability in mind a better product will be developed that also better serves the needs of all users, including those who are not disabled” (Vanderheiden, 1996, cited in Seale, et al., 2007, p.25). The researcher took some important principles of Design for All in the treatment, such as readability and accessibility, and compatibility with users’ assistive technologies. They also accept the fact that although designers stick to accessible materials for everyone, the particular needs of the learners may be uncovered in Design for All materials.

On the other hand, in the treatments, re-usability was included in which learning object or resources (pod/vodcasts) are designed in a way that they can be re-used in different contexts. According to Pol-sani (2003, Seale, et al., 2007, p.128), “A learning object is an independent and self-standing unit of learning content that is predisposed to reuse in multiple instructional contexts”.

Literature review shows that nowadays, the problem is that teachers alongside their students should be literate and educated. Besides, according to Dudeney(2013), literacy has been increasingly widely accepted as a plural concept. As they point out “literacies are not just individual skills or competencies but social practices” (p.3) that have become more important due to “the rise of participatory web 2.0 around the turn of the millennium” (p.3). In addition, they assert that there are specific literacies such as visual literacy, media literacy, information literacy and multiliteracies, but with the advent of web 2.0 came explosion of interest in new-especially digital-literacies. This has led to discussions of a whole slew of particular literacies ranging from ‘remix literacy’ (Lessig, 2007) and ‘personal literacy’ (Burniske, 2008) to ‘attention literacy’ (Rheingold, 2009b), ‘network literacy’ (Pegrum, 2010; Rheingold, 2009a) and ‘mobile literacy’ (Parry, 2011). (Dudeney, et al., 2013, p.3)

Dudeney, et al.,(2013) further add that language is powered up by digital media and teachers have to level up teaching and our learners’ learning accordingly. Therefore, the researcher believes that teachers as part of their education should be exposed to different literacies among which digital and visual ones are interested in this study. They believe that “for our language teaching to remain relevant, our lessons must encompass a wide variety of literacies which go well beyond traditional print literacy. To teach language solely through print literacy is, in the current era, to short-change our students on their present and future needs” (p.3).

Tomlinson(1998) believes that materials development “refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning” (p. 2).

Salas(2004) extends Tomlinson’s definition as he construes materials development can include any kind of activity and/or exercises such as games, role plays, reading, problem-solving situations, group discussions, and so on which are totally developed from raw texts, with or without pedagogical purposes, for the learner’s level and developed to address a section of the content of the course, that seems to be weak or lack further development or practice. He pinpoints that “materials development ranges from creating a short grammar exercise to writing a complete textbook” (p. 2).

Some advantages of using podcasts are providing learners with more access to recorded materials, with a practically limitless amount of up-to-date materials from all over the world. In other words, podcast technology lets the listener be mobile. Yet, podcasts should not be utilized for teaching L2 except in pedagogically sound ways that fit with SLA theory. (McBrides, 2009)

McBrides, (2009) elaborates on the warning of Decco (2001, as cited in McBrides, 2009, p.156), which is “quite often the media makes the

method” that sometimes educators “allow a new technology to dominate choices about approaches to language teaching, when instead one should begin from a clear understanding of what kind of activities promote SLA, and then find and use whatever tools best support those activities” (p. 156). The present study can provide teachers with these tools to recognize best possible ways to present their materials.

In order to incorporate podcasts into class activities, McBrides (2009) asserts that teachers should first become familiar with the new technology. They can do so with the help of personal tutorials or online guides. Another issue is to find suitable materials, developing lessons to go along with them, and responding to learners in ways that will help and support their language acquisition. He claims, “creating podcast-based lessons presents the teacher with the burden of finding the podcast ahead of time. The way of addressing this problem is for the teacher to find a podcast that he or she enjoys listening to and then incorporating this into his or her regular routine” (p. 160).

As Nelson and Faux II (2016) argue, few resources provide information on how to evaluate a podcast composition’s credibility. They continue that these resources mainly focus on production values and use in the classroom that are beneficial yet insufficient. The feature of ethos should be added to production values and usage. They elaborate on it as “current podcast evaluations mainly focus on style and delivery; however, guidelines are needed to evaluate the quality of information and author’s online credibility. Therefore, they introduce an analytical framework to assess the digital ethos of computer-mediated podcast compositions, that is based on five factors of a) expertise and credentials, b) accuracy of information, c) quality of the information, d) production quality, and e) the currency of the information presented.

Furthermore, according to Watkins (2005), when teachers as materials developers want to design, develop and teach online courses, creative ideas are not always easy for them to come

by. Gkatzidou and Pearson (2007) argue that although vodcasting can probably enhance learning and lead to deep levels of learners’ involvement and collaboration, there is a need for empirical research to compile pedagogical evidence about the use of vodcasts in educational context and about their accessibility. This study tries to provide language teachers with some practical guidelines to follow while developing online materials in the form of pod/vodcasts.

This study tackled with the problem of evaluating online asynchronous materials, and tried to provide yardsticks for EFL teachers who create audio and video podcasts using Art Assisted Language Learning (which is a package of Visual Thinking Strategies, arts/content/online marketing strategies, and pod/vod/screencasting rules). These yardsticks are suggested to be used as a checklist for production, presentation and evaluation of teachers’ pod/vodcasts. Besides, the characteristics of the teachers as materials developers were analyzed. According to McKee (2006, cited in Nelson and Faux II, 2016, p.39) “examining the ever-changing roles, features, and functions of digital technologies and their impact on the academy is an ongoing endeavor” and “examining media integration including the increasing salience of audio, visual and textual elements warrants exploration” (p. 39). As Nelson and Faux II (2016) put it, many scholars try to develop strategies to evaluate the online credibility of computer-mediated communication technologies and the data presented. The present study not only dealt with common features present in pod/vodcasting, but also added other perspectives to the present literature; the prominent one can be marketing elements.

This study is significant, since the present literature on e-learning shows there is little awareness among teachers about modern technologies. They do not know how to remove their fears when dealing with new technologies, developing online materials, and presenting them to the World Wide Web in order to educate learners and gain money. The present study would help language teachers and professors to

become digitally literate. According to Tomlinson (2011), new technologies is the term used to refer to recently developed electronic means of delivering language-learning materials or of facilitating electronic communication between learners. It includes the Internet, as a resource as well as emails, YouTube, chat rooms, blogs, Facebook, video conferencing and mobile phone technology. (Tomlinson, 2011, p.vix)

Another important factor is that this study is interdisciplinary, and it tries to merge related beneficial rules of marketing and language teaching. Therefore, it will pave the way for future studies, and shed light on new areas of language teaching. Language teachers need to possess knowledge economy (so coined by Drucker (1969) in his book entitled *The age of discontinuity*). This type of economy deals with the use of knowledge to generate tangible and intangible values, and helps to incorporate part of human knowledge into machines. Besides, it can be used by decision support systems in various fields to generate economic values. It is also possible without technology (Amidon, 2005).

One of the most important issues in this research is dealing with teacher needs analysis. In the past only task and learner analysis were taken into consideration. However, the researcher emphasizes that teachers' needs are as important as task or learner analysis. Paying attention to motivation or demotivation of language teachers based on financial aspects is another new chapter in the future trends of ELT which this study has dealt with.

This study annexes recent studies to future ones. The prospective look of it is another important issue. We live in the knowledge-based world, and it deals with recent and future concerns of language teachers. To put it concisely, the aim of this research is both contemporary and forward-looking.

The prominent feature of this study is that it establishes entrepreneurship. Language teachers after treatments can start their own business by

creating and offering their self-made audio/video podcasts for sale. Therefore, it is value-based as well as knowledge-based.

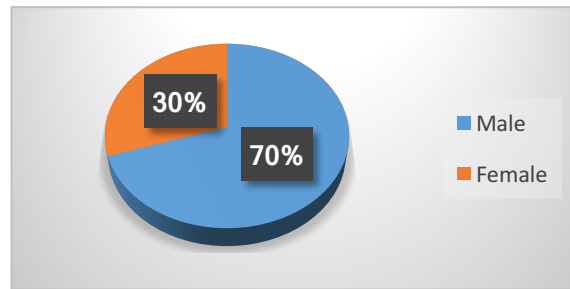
According to Ameri (2018), multidisciplinary studies are more useful today as part and parcel of postmodernism, since they deal with combining of multifarious materials and choices. Therefore, this study, which dealt with multidisciplinary research among marketing, online synchronous and/or asynchronous materials development, pod/vodcasting, visual thinking strategies, and visual/digital literacies, can tackle postmodern issues entangling language teachers. Therefore, the present study tried to address the following research questions: 1) What are the yardsticks for evaluating ELT educational podcasts?, and 2) What are the yardsticks for evaluations ELT educational vodcasts?.

## METHODS

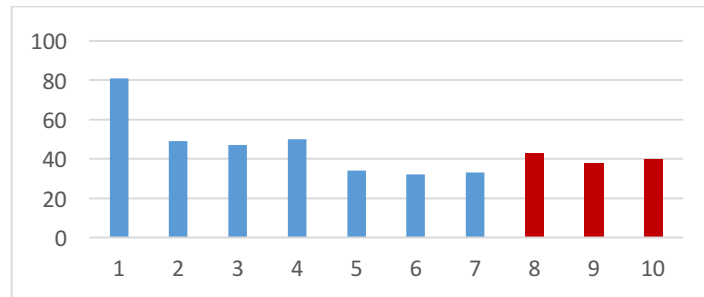
This research has favored mixed methods, to be more specific, QUAL+quan study. The detailed information of the participants, instruments, and procedure of the present research are presented in this section.

### Participants

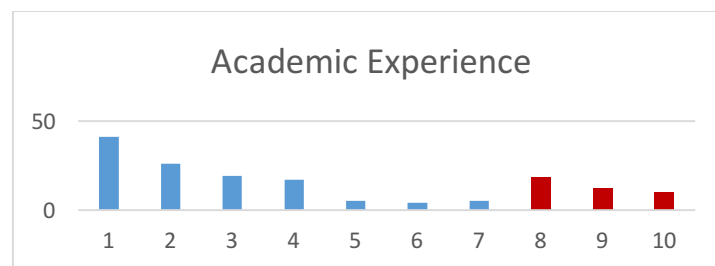
It was conducted with 10 Iranian University professors of Islamic Azad University-South Tehran Branch who teach TEFL courses to B.A. students. The purposive sampling, which is a common method in mainly qualitative studies, was used in this QUAL+quan study. In order to be confidential, names of the participants were not revealed throughout the study, instead they were called by P<sub>x</sub> in which x stands for numbers. The demographic information of them are presented. In addition, they answered MBTI questionnaire, which is a personality test at the beginning of the study. Then, they were asked to answer Personality Test and Job Satisfaction, Three-D Test, and Spatial Recognition Test. In the following charts, their information is illustrated in detail.



*Figure 1 Frequency of respondents by gender*



*Figure 2 Frequency of respondents by age (male in blue)*



*Figure 3 Frequency of respondents by academic experience (male in blue)*

### Instruments

A semi-structured interview was developed and later answered by participants dealing with the following concepts of a) arts/content/online marketing, b) VTS, c) podcasting, d) vodcasting, e) AALL. Three-D test, Personality test and job satisfaction, MBTI, and Spatial recognition test were given to participants to measure and reveal their intelligence, being solitary/gregarious as well as being assertive/passive, type of personality, and flexibility in thinking, respectively.

Furthermore, a Likert scale questionnaire was developed to be given to two raters to evaluate pod/vodcasts of the participants.

### Procedure

The process of the study started with the interview. The participants were interviewed with the

semi-structured questions at the beginning of the study. Then, before adding them to the telegram group called MArt, participants were asked to create a podcast and a vodcast. The researcher recorded them. Later in the group on telegram, they were given treatments, and later they produced a new set of pod and vodcasts, which were recorded. This research enjoyed 11 YouTube vodcasts (topics of vodcast are: a lecture by Philip Yenewine about Visual Thinking Strategies; Philip Yenewine: VTS; VTS; Introduction to podcasting; What is podcast?; Choosing a microphone; Editing podcasts with audacity; Publishing your podcasts; Choosing what to record; Best practices for success; Materials development in English teaching).

Besides, 5 vodcasts (about screencasting (3 videos), VTS & Content, and marketing), and 2

podcasts which were developed by the researchers (on audio and visual techniques of pod/vodcasting, introducing two Iranian and international podcasting websites, and technical features of pod/vodcasting) were presented on Telegram in MArt (a Telegram group created by the researcher; Marketing+Art=MArt) as treatments. The researchers called a package of VTS, arts/online/content marketing, and pod/vod/screencasting, ‘Art Assisted Language Learning (AALL)’. Next, the researcher asked two directors who are experts in movie editing and montage to answer a Yes/No questionnaire about yardsticks that are important in pod/vodcast evaluation to reach a Likert scale questionnaire. The final stage was to ask two ELT professors to evaluate pod/vodcasts of the participants based on the Likert scale questionnaire developed by the researchers.

### Data Analysis

This study employed mixed methods, and to be specific, based on the classification of Grotjahn (1987, cited in Brown, 2004) it was both experimental-qualitative-interpretive and exploratory-

quantitative-statistical. Semi-structured interview was transcribed by the researcher; besides, the process of codification and coding was done by two PhD holder-raters who are experts in ELT education. The independent-coder method was implemented, and systematic comparison of these two independent coding showed that there was 95% agreement between them. The validity of four types of aforementioned tests were checked by a panel of experts, and the reliability of each was checked.

### RESULTS AND DISCUSSION

The approach of the present study is inductive, and based on grounded theory. Therefore, as Dornyei (2007) points out “the new theoretical insights were to be generated on the basis of empirical data” (p.259). For the coding in grounded theory of this study, the three sequential phases of open coding, axial coding and selective coding were implemented. The following table adapted from Hashtroudi and Yazdani Moghaddam (2018, p.4294) illustrates the information derived from participants’ interview after being coded by two interraters.

**Table 1.**  
*Information Derived from Participants’ Interview*

Participants’ perspective	Percentages
They believed in teachers as online materials developers.	80
They have not heard about Art Assisted Language Learning (AALL), yet they showed interest in knowing about it.	100
They were not familiar with arts/content/online marketing.	90
They believed in teamwork, and they were unhappy about poor teamwork, lack of and cooperation among Iranian.	100
They have never used Visual Thinking Strategies in their teaching.	80
They were digitally illiterate.	60
They believed that aesthetic aspect is a missing link in materials development.	100

Next, the results of four tests are shown in the following figures. (Three-D test, Personality test and job satisfaction, and Spatial recognition test are selected from Barrett (Barrett, 2009)(2009)). Among these four type of tests, only Spatial

recognition test had the lowest reliability of .319, yet as the nature of the qualitative study, the researcher didn’t omit the data and reported the results.

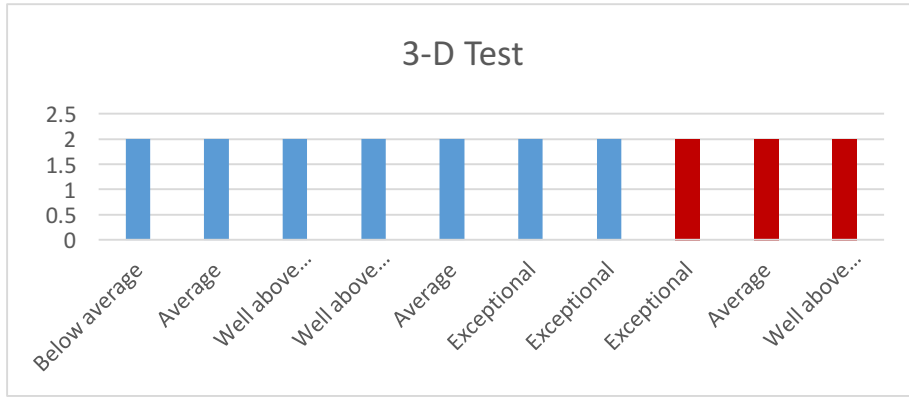


Figure 4 3-D Test (male in blue)



Figure 5 Personality & Job Satisfaction (male in blue)

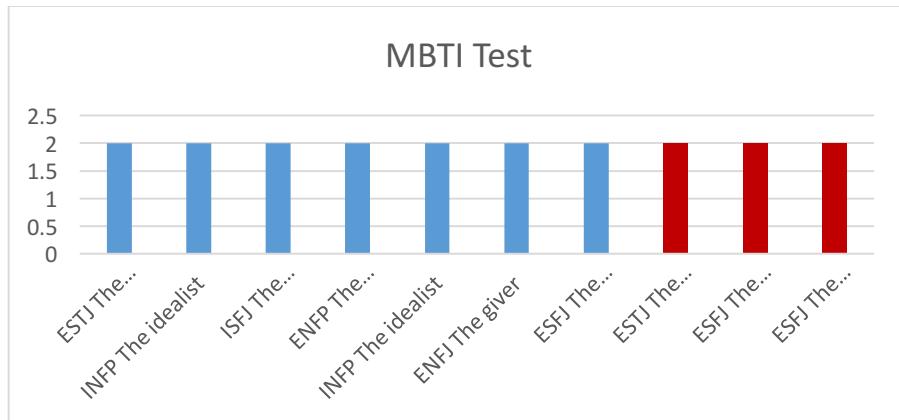


Figure 6 MBTI (male in blue)





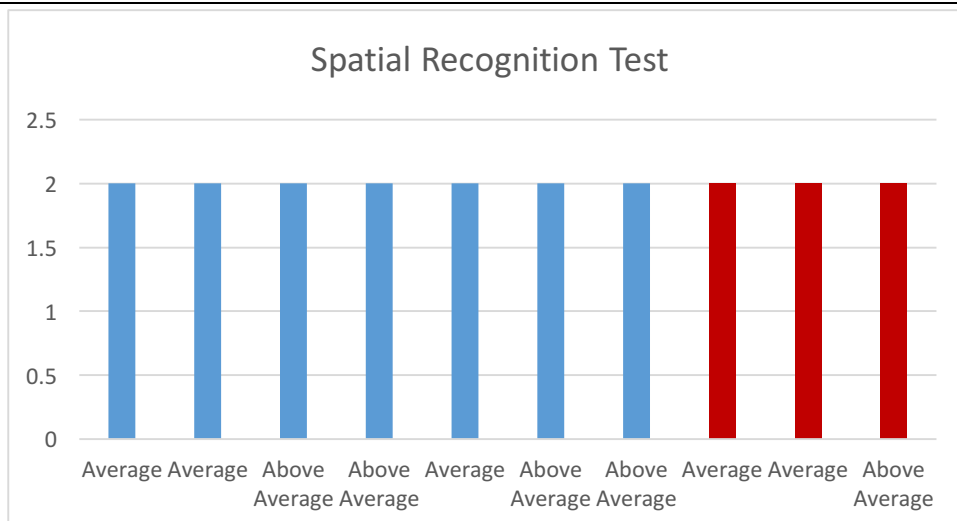


Figure 7 Spatial Recognition Test (male in blue)

The data collected on Spatial Recognition test is as follows: Table 2 displays the Cronbach’s alpha reliability for the spatial recognition test. The reliability index for the test with 70 items was .32.

**Table 2.**  
*Cronbach’s Alpha Reliability of Spatial Recognition Test*

Cronbach's Alpha	N of Items
.319	70

This test had the lowest reliability of .319. Item 55 was the only item attempted correctly by

**Table 3.**  
*Descriptive Statistics; Spatial Recognition Test*

Mean	Variance	Std. Deviation	N of Items
39.40	23.378	4.835	70

The data collected on Three Dimensional Test is as follows: Table 4 displays the Cronbach’s alpha reliability for the Three Dimensional test. The reliability index for the test with 30 items was .92.

**Table 4.**  
*Cronbach’s Alpha Reliability of Three Dimensional Test*

Cronbach's Alpha	N of Items
.916	30

all respondents; i.e. (Mean = 1, SD = 0). Seventeen items (bolded) had item-total correlations equal to or higher than .30 which is considered as a moderate effect size. The results also showed that 28 items (underlined) had negative item-total correlations. Items 18 and 61 had the highest effects on the increase/decrease of the reliability index of .319. If item 18 is deleted, reliability reduces to .202, and if item 61 is omitted, it will increase to .399.

Finally, Table 3 displays the mean (39.40), SD (4.83) and variance (23.37) for the total scores on the spatial recognition test.

From the item-total statistics, it can be seen that items 19 and 27 were missed by all respondents; i.e. (Mean = 0, SD = 0). The results showed that 23 items out of 30, had item-total correlations equal to or higher than .30 which is considered as a moderate effect size. The results indicated that two items (underlined) had negative item-total correlations. Items 28 and 16 had the highest effects on the increase/decrease of the reliability index of .92. If item 16 is deleted, reliability reduces to .907, and if item 28 is omitted,

it will increase to .927.

Finally, Table 5 displays the mean (16.60),

SD (7.58) and variance (57.60) for the total scores on the three dimensional test.

**Table 5.**  
*Descriptive Statistics; Three Dimensional Test*

Mean	Variance	Std. Deviation	N of Items
16.60	57.600	7.589	30

The data collected on MBTI Personality Type Test is as follows: Table 6 displays the Cronbach's alpha reliability for the MBTI personality type test. The reliability index for the test with 70 items was .98.

**Table 6.**  
*Cronbach's Alpha Reliability of MBTI Personality Type Test*

Cronbach's Alpha	N of Items
.981	70

From the item-total statistics, it is shown that 61 items had item-total correlations equal to or higher than .30 which is considered as a moderate effect size. The results also showed that six items had negative item-total correlations, and only three items had weak correlations with the total scores. Items 9 and 70 had the highest effects on the increase/decrease of the reliability index of .981. If item 70 is deleted, reliability reduces to .980, and if item 9 is omitted, it will increase to .982.

Finally, Table 7 displays the mean (97.90), SD (28.51) and variance (813.21) for the total scores on the MBTI personality type test.

**Table 7.**  
*Descriptive Statistics; MBTI Personality Type Test*

Mean	Variance	Std. Deviation	N of Items
97.90	813.211	28.517	70

The data collected on Personality Test and Job Satisfaction test is as follows: Table 8 displays the Cronbach's alpha reliability for the personality test and job satisfaction. The reliability index for the test with 40 items was .78.

**Table 8.**  
*Cronbach's Alpha Reliability of Personality Test and Job Satisfaction*

Cronbach's Alpha	N of Items
.783	40

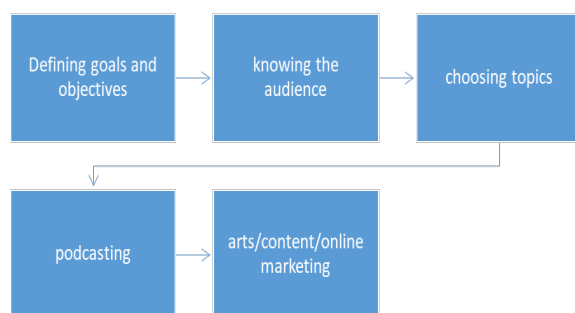
The results from the item-total statistics showed that 23 items had item-total correlations equal to or higher than .30 which is considered as a moderate effect size. The results also showed that five items had negative item-total correlations, and only three items had weak correlations with the total scores. Items 20, 16 and 31 had the highest effects on the increase/decrease of the reliability index of .783. If items 16 or 31 is deleted, reliability reduces to .766, and if item 20 is omitted, it will increase to .802.

Finally, Table 9 displays the mean (255.50), SD (34.85) and variance (1214.94) for the total scores on the personality test and job satisfaction.

**Table 9.**  
*Descriptive Statistics; Personality Test and Job Satisfaction*

Mean	Variance	Std. Deviation	N of Items
255.50	1214.944	34.856	40

Treatments of this study dealt with marketing (arts/online/content), VTS, and Pod/vodcasting that are called Art Assisted Language Learning (AALL) by Hashtroudi and Yazdani Moghaddam (2018). Fig. 8 illustrates the whole process of online materials development derived from MArt treatment.



**Figure 8** The process of developing podcasts (It is depicted from Hashtrودي & YazdaniMoghaddam (2018, p. 4294))

In order to evaluate pod/vodcasts of the participants, the researchers prepared a Yes/No questionnaire based on a panel of experts in the field of ELT, their studies, and asking from film editors. Then, the questionnaire were given to two film makers. To analyse the data, Cohen's Kappa Index Value (it's a coefficient that shows a numerical evaluation of inter-rater agreement for categorical entities with the formula of  $k = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)}$ ) was used to check the reliability. The reason for choosing this method was that the normal SPSS Kappa is not suitable for this research data. 'Yes' denotes that two raters agreed with the consideration of the factor (yardstick) for pod/vodcasting. 'No' denotes that they didn't believe the factor (yardstick) is useful for pod/vodcast.

The Cohen's Kappa Index Value for podcasts at first was 0.822 for 105 items including 81 Yes/Yes, 5 Yes/No, 18 No/No, and 1 No/Yes answers. Then, the researcher removed three items one after another, and the results were 0.848 (appearance), 0.876 (beauty), and 0.905 (age). Therefore, 102 items are reliable with 0.9 Kappa Index Value.

The Cohen's Kappa Index Value for vodcasts was 0.596 with 105 items including 94 Yes/Yes, 5 Yes/No, 5 No/No, and 1 No/Yes answers. To come up with reliable Kappa Index Value of above 0.9, the researchers removed appearance (0.642), age (0.694), gender (0.754), skill/modular (0.823), and sponsor (0.904). The Cohen's Kappa Index Value of 100 items was a reliable one and it was 0.904.

The researcher inserted numbers of Y/Y, Y/N, N/N, and N/Y answers to the calculation box on the following website

<https://www.easycalculation.com/statistics/cohen-s-kappa-index.php>

## DISCUSSION

The scope of this mixed research is expansive. The codification and coding results are available in Hashtrودي and Yazdani Moghaddam's(2018) article. However, the focus of this article is on the part of the development of two checklists for evaluating ELT pod/vodcasts of university professors. To answer the first and second research questions of this study, the following yardsticks should be taken into consideration. Both checklists consist of five sections of a) quality, b) characteristics of the teacher/presenter, c) technical features, d) scientific features, and e) marketing. For pod/vodcast evaluation, the following features are important based on the results of this study. Note that in podcasting the quality of the voice and sound are considered important, and in vodcasting voice quality to some extent, yet the appearance, dress code and the use of colors in presentation are more considered crucial. Those features that are underlined are only present in vodcasting and those that are boldfaced are in podcasting. The rest of the features are commonly distributed.

**Table 9.**  
***Different features of pod/vodcast evaluation***

Quality	Teacher/presenter features	Technical features	Scientific features	Marketing
<ul style="list-style-type: none"> <li>• Voice</li> <li>• <u>Cloth (dress code)</u></li> <li>• Elocution</li> <li>• Being natural</li> <li>• <u>Movie quality</u></li> <li>• Pauses</li> <li>• Breath management</li> <li>• <u>Color</u></li> <li>• Native-like accent</li> <li>• <u>Eye-contact</u></li> <li>• <u>Body-contact (posture)</u></li> <li>• Confidence in performance</li> <li>• Choice of vocabulary</li> <li>• Using concrete words</li> <li>• Using abstract words</li> <li>• <u>Resolution</u></li> <li>• <u>Face-validity</u></li> <li>• The genre of the music</li> <li>• <b>Timing</b></li> <li>• <b>Attentive listening</b></li> <li>• <b>Environmental issues</b></li> <li>• Intonation</li> <li>• Pace</li> <li>• Pronunciation</li> <li>• Improvisation</li> <li>• New ideas and topics</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Beauty</u></li> <li>• <b>Gender</b></li> <li>• Good command of performance</li> <li>• Good command of content</li> <li>• Good command of lesson</li> <li>• Solo performance</li> <li>• Duet ((fe)male)</li> <li>• performance</li> <li>• Group performance</li> <li>• Emotional</li> <li>• Logical</li> <li>• Knowing the audience</li> <li>• Gesture</li> <li>• Posture</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Format</li> <li>• Size</li> <li>• Gigabyte</li> <li>• Time (duration)</li> <li>• Edit (montage)</li> <li>• <u>4 golden points of a screen</u></li> <li>• Proper software</li> <li>• Proper hardware</li> <li>• Movement of the teacher</li> <li>• <u>Visual effects</u></li> <li>• Sound effects</li> <li>• Framework of capturing</li> <li>• The place of teaching</li> <li>• Studio</li> <li>• HF microphones</li> <li>• Applications</li> <li>• Background music</li> </ul>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Globalization</li> <li>• Proper and related examples</li> <li>• Scaffolding</li> <li>• Interaction</li> <li>• Ice-breakers</li> <li>• Tasks</li> <li>• Different topics</li> <li>• Timeline</li> <li>• Having a clear and obvious theory in the teaching</li> <li>• Having an implied theory in the teaching</li> <li>• Proficiency level</li> <li>• Visual literacy</li> <li>• Digital literacy</li> <li>• Visual thinking</li> <li>• strategies</li> <li>• Content validity</li> <li>• Different genres</li> <li>• Teacher's needs analysis</li> <li>• Learner's needs analysis</li> <li>• culture</li> <li>• Related and appropriate questions</li> <li>• Opening</li> <li>• Main idea</li> <li>• Closure</li> <li>• Second Language Acquisition theories</li> <li>• Increasing attention span</li> <li>• Feedback</li> <li>• Whole language</li> <li>• Contextualization</li> <li>• Decontextualization</li> <li>• Homework</li> <li>• Interaction of the learner(s) with the teacher</li> <li>• Relevancy</li> <li>• Informative</li> </ul>	<ul style="list-style-type: none"> <li>• Attraction</li> <li>• Customer needs analysis</li> <li>• Creativity</li> <li>• Ingenuity and innovation</li> <li>• Up to date</li> <li>• <b>Sponsors</b></li> <li>• Limited to here and now, and not to then and there (present-bound)</li> <li>• Market needs analysis</li> <li>• Having the potentiality to be seen more than one time</li> <li>• Available in different networks, such as on websites, in applications</li> <li>• Will you buy other lessons? from this teacher?</li> <li>• Will you recommend your students to buy this very teacher's vod/podcasts?</li> </ul>

These factors are useful to evaluate the online asynchronous materials of the teachers, since they evaluate them based on the needs of the market, teachers and learners as main audiences of the pod/vodcasts. The raters add some more thought provoking elements to the list, such as the awareness of the society about the topic in hand, and to create/develop/maintain identity and design for the pod/vodcasts series.

### Final Remarks

The present literature, especially in Iran, shows that the main focus of the researchers were on the effects of the podcasting, and not the process of it. For instance, one recent study which was conducted by Rostami, Azarnoosh, and Abdolmanafi-Rokni (2017) was concentrated on the effect of podcasting in Iranian EFL context. They have studied learners' motivation and attitude about podcasting, and they have concluded that "the results of this study indicated that podcasting as a new technology in the realm of computer- and mobile-assisted language learning provides a great tool to motivate language learners in the classrooms" (p.75). The development and evaluation of the ELT online materials were not taken into consideration by Rostami, et al., (2017), however it was considered in the present study in the form of developed yardsticks for evaluation. Hence, the present study tried to come up with plausible up-to-date multidisciplinary yardsticks for evaluating ELT pod/vodcasts. The results show that five main categories can be taken into consideration that are a) quality, b) teacher/presenter features, c) technical features, d) scientific features and e) marketing. All these categories fall into sub-categories as in table 13 represents. Furthermore, the participants of the research are analyzed based on four types of tests. The results of the tests show their level of creativity/intelligence, and personality and job satisfaction.

This type of evaluation of pod/vodcasts can result in the production and presentation of series of effective educational online materials developed by ELT teachers. Therefore, such pod/vodcasting can be beneficial for two types of models in technology environments. As Dudeney, et. al., (2013, p.4) point out:

BYOD (Bring Your Device) model, where each student brings their own device chosen from a range of determined by the institution, or BYOT (Bring Your Own Technology) model, where there are few if any restrictions on the range of web-enabled devices students can bring into the classroom to support their learning.

In this case, teachers as materials developers can introduce their developed vod/podcasts in the classroom, show them to their learners, and create a blended-learning atmosphere.

Another fruitful aspect of this study is to increase teachers' confidence by providing yardsticks to evaluate their products and presentation, and help them self-reflect on their vod/podcast before distributing them worldwide and to be judged by many audiences. In addition, they can find their mode of presentation, whether visually or auditorily, based on their abilities, characteristics and weaknesses or strengths.

Both learners and teachers need different types of literacies these days in order to survive professionally and academically. The main concern of the present study was digital and visual literacies. Hence, researchers who are interested in teacher education and online materials development in ELT can extend this study by changing the focus from visual and digital literacies to media literacy, information literacy and multiliteracies. Furthermore, researchers can work on augmented reality, and incorporate its functions into materials development.

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