In the article, "Podcasting:Audio on the Internet Comes of Age", Graham Stanley reviews the ways podcasting can be a useful in the language classroom. The article looks at rising developments in educational podcasting and makes recommendations on how it can be used to teach languages. In specific, Stanley writes about ways to introduce the podcast, including ESL/EFL podcasts, into a classroom and how to use it with learners, how to create a podcast using automatic podcasting sites and the value of live interactive student webcasting and video podcasting. Stanley focuses on audio podcasts rather than visual podcasts. The author also points out how podcasts can be taught to students at more advanced levels. For example, students can be encouraged to listen to an entire podcast episode for homework. A simple listening activity can be assigned such as note taking to make the task more interesting and concise. In addition to the variety of ways podcasts can be used, Stanley also suggests that creating podcasts with students can be another way to integrate podcasts into the curriculum. Students can become better involved by creating and publication of their own podcast. The author refers to how a created podcast can be used to start an exchange project with another class and students from around the world .There are a number of websites which allow for free automatic podcast creation such as "Odeo" and "Podmatic" which, do not require much technical knowledge or continual access to the internet. As a result, it allows the instructor to focus on the content. The only technical information required is a username, password, and email address. In addition to discussing the benefits of podcasting and the positive implications of having students create a podcast, Stanley concludes his article by examining other benefits of content similar to podcasting, such as webcasting. In contrast to a podcast, a webcast is transmitted live.

Stanley's article is relevant because it is often challenging for an ESL instructor to find effective listening activities for their students. In my observations, it is clear listening to a podcast is an excellent opportunity for students to hear the English language and gives the opportunity for a student to rewind and replay a sentence, while focusing on the stress and pronunciation of the speaker at a slower pace. In contrast to the classroom, where if a student doesn't hear or understand a sentence, it is more challenging for the student to get the opportunity to hear the statement over again.
In my own teaching experiences, I have found producing a real podcast is another valuable learning experience in EFL/ESL classrooms. Because students can work independently or as an independent group, it gives the students an opportunity to take on the risk of writing and speaking in English without continual supervision. This can be a positive experience for learners who want to experiment on their own with the English language and prefer to create their own structure. Oftentimes, the experience can be incredibly motivating and rewarding as the students realize they have the ability to succeed beyond the expectations or goals which are often set in an academic classroom. Finally, a live EFL student webcast is an opportunity for students to present their work and meet with other students around the world who are also learning in the same discipline. It gives the opportunity to share what is being learnt, said and produced around the world. I can imagine students developing friendships and making strong contacts in the process of this exciting learning experience.

Integrating technology into the classroom gives students the opportunity to realize learning is accessible in all different methods. Technology in particular is popular for the generation of learners today. There is no doubt in my mind that technology, such as

iPods, will continue to be a useful tool in the ESL/EFL. With so many students embracing technology as a means of learning, podcasts and webcasts will continue to become increasingly important and relevant to the way I will approach classroom instruction. I am sure it will continue to make it more dynamic and interesting. My students will also find this method of learning convenient and accessible since they are already accustomed to working with it.