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**RESEARCH ARTICLE**

## English Podcasts: Their Impact on the Listening Skills of Students

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### ABSTRACT

A quasi-experimental study looked into the role of English Podcasts on the listening skills of English students at Mindanao State University – Lanao Norte Agricultural College. Some students were chosen at random for the study, and their listening ability (consisting of pronunciation, vocabulary, and comprehension) was tested by pre- and post-tests. Researchers also investigated students' perception on podcasts in English, focusing on the preferred subjects (such as educational, business, and true crime) and including musicians among podcasters. Besides, it investigated how these observations related to the students' listening abilities. Students kept expressing positive opinions about English podcasts, indicating that the respondents' were willing to use this media. Both groups saw some progress in their listening skills during the study period, but it was only the experimental group, which worked with English podcasts as learning material, that noticed a big improvement from the pre-test to the post-test, especially in pronunciation and the use of vocabulary. An important point is that students who had positive views on English podcasts did show an improvement in their listening skills. Therefore, the study suggests that educators motivate students to explore different kinds of podcasts. By doing this, we can make good use of the students' positive attitudes to sharpen their skills in listening and introduce them to different types of language used by people.

### KEYWORDS

English podcasts, listening skills, language acquisition, educational technology, EFL learning

### ARTICLE INFORMATION

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### 1. Introduction

Listening is often taken for granted because we confused it with simply hearing. In fact, listening is a skill that is the basis for studying speaking and writing. If students do not have good listening skills, they would find difficulties in learning to write and speak in English. Listening skills are a basic skill in learning English that needed someone's concentration against something to get the meaning of what they listened to. In listening, we need to make a conscious effort not to just hear what people are saying but to take it in, digest it and understand. While reading, writing, and speaking often received more structured and intentional practice in classroom settings, listening is frequently overlooked or assumed to develop naturally, leading to a gap in students' overall language proficiency. However, dedicated practice and active engagement are crucial for improvement. Furthermore, listening is a complex skill that goes beyond simply hearing words. It involves understanding different accents, emotions in voices, the flow of conversation, and even body language, often presenting challenges related to vocabulary, grammar, and anxiety for learners (Alharbi, 2021).

Research suggested that we spent between 70- 80% of our day engaged in some form of communication. Of that, about 55% of our time is devoted to listening. Most people usually only remembered about 17 to 25% of the things they listened to. (Ahmadzai,

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2022). Therefore, teaching listening is essential in English classes; in this manner, teachers' main objective should have been to enhance their students' comprehension. However, although listening skills played an essential role in acquiring the second language and communicating with others in the target language, listening skills appeared to be given less importance in English classes when compared to other language skills (Baumert et al., 2020).

To give emphasis to listening skills, podcasts offered a unique blend of entertainment and information, making them a potential powerhouse for boosting students' listening skills. With their on-demand format and diverse range of topics, they offered a unique and accessible way to engage with audio content, catering to every interest imaginable. They covered a wide range of topics, from academic subjects to everyday conversations, which could enrich students' vocabulary and understanding of English usage in different contexts. At the start of the twenty-first century, podcasting became a powerful platform. The platform was first developed for entertainment purposes. But as time goes on, educators from a variety of fields had begun utilizing this resource to help their students study in a more interesting and enjoyable way. The same is true for English teachers who utilized this platform to give their pupils a real language. Students could learn a limitless variety of subjects, dialects, and registers through podcasts. As a result, they could be used to teach a variety of language skills, including speaking and listening as well as grammar, vocabulary, and syntax (Sicova, 2023). Moreover, research indicates that regular engagement with podcasts significantly enhances active listening, focus, information processing, and retention of key details. This exposure to diverse voices, accents, and speech patterns further refines students' ability to understand and interpret language in various contexts (Cox, 2024).

In addition to that, listening to English podcasts exposed students to authentic English conversations, improving their comprehension and pronunciation (Ramirez, 2024). Podcasts are great tool for language learners because they offer immersive listening experiences, flexible learning options, active involvement, vocabulary and grammar progress, and cultural knowledge. Including podcasts in language learning regimens can improve language skills overall and accelerate the process of acquiring a language (Suseno, 2023). As students listened to podcasts, they are also learning how to articulate words correctly, understand sentence structures, and use words appropriately in different contexts. Because of that, Podcasts are becoming more and more common, and it is important to recognize their potential as a tool for language acquisition. Using podcasts to supplement language learning can be revolutionary in this digital age of rapidly changing technologies. First of all, studying with podcasts is a distinct and engaging experience. Podcasts give language learners the opportunity to hear real-world conversations and situations, in contrast to traditional teaching approaches (Khalilova, 2024).

On this consideration, the researchers decided to study this topic after observing that listening was often the least developed among the four language learning macro skills. According to Ambubuyog (2023), these core skills—listening, reading, speaking, and writing—are essential for language learners to develop and use effectively. In academic environments such as schools, these macro skills were taught and improved every day to suit the needs of learners. Language learners were often trained when or how they should talk; however, learners were seldom taught how they should listen. This study is conducted from the first semester of the school year 2024-2025 to the 1st year to 4th year Bachelor of Secondary Education majoring in English students at Mindanao State University-Lanao del Norte Agricultural College. It was necessary for them to recognize the benefit they got from listening to English Podcasts and its impact to their listening skills. Therefore, this study aimed to determine if English podcasts can be a solution to the challenge of underdeveloped listening skills in language learning.

## **2. Literature Review**

### **2.1 Podcast: An Overview**

Podcasts, originating from the terms "iPod" and "broadcasting," represented a digital technology embraced by millennials. They were MP3 files shared online, with the potential to drive societal change by promoting openness and progress. Podcasting, as described by Fardavoodi (2020), was a contemporary method of sharing audio content across various fields. Azmee (2022) defined podcasts as downloadable audio publications, offering valuable audio and video resources for enhancing auditory skills. The popularity of podcasting had surged in the last two decades, with 64% of Americans listening to podcasts in 2022, indicating a shift towards informal learning through technology. However, research on the impact of podcasts on personal development was limited, focusing mainly on formal learning settings. Further exploration of podcasting and adult informal education could contribute to understanding the expanding realm of adult lifelong learning (Rahmia, Zhahra, N. Hasanah, and Almubarak., 2021).

### **2.2 Students' Perception towards English Podcasts**

The application of Podcasts in English classroom has influenced students' English skills as well as their perception toward it. Beside reports on students' English skills above, several scholarly works revealed both students and teachers' perception on the use of Podcasts in English language teaching Abdulrahman, T., (2019). The development of technology is believed to accommodate teachers in creating new environment in learning English. Podcasts are considered to provide an authentic learning material in teaching English, especially for teaching listening. According to Intan, F., (2021), it has shown that students gained positive perception toward the use of podcast in classroom. Most students agreed that podcast are interesting and motivating learning

media to learn English in classroom. Podcast are believed to provide authentic listening materials which help students to listen to English materials and help them in learning pronunciation and English vocabulary. According to Gunawan, M.H., (2021), since the content of podcasts are adjusted to the materials learned in classroom, podcasts are believed to generate students' motivation in learning English. Even though podcasts are positively perceived by students, several challenges regarding to listening activity in classroom are also found. The challenges are related to materials, information processing, students' English proficiency, and medium.

### **2.3 Listening: An Overview**

Listening was not just about hearing what others said but understanding others' viewpoints, emotions, and needs. Active listening involved paying attention, showing interest, asking questions, and avoiding interrupting or judging. Listening helped us learn and assimilate knowledge from different sources. (Gimenez, V., 2023). Additionally, one of the most important abilities for learning English and for everyday communication was listening. It was common knowledge that receiving a message didn't always translate into understanding it and reacting appropriately. (Phan, & Nguyen, 2023).

Listening was the most utilized skill in educational settings and the primary skill acquired, involving comprehending sounds in communication and responding based on this understanding. The appropriateness of the response in relation to the context after listening was indicative of a successful listening process without hindrances. Identifying barriers to effective listening, crucial for academic learning, was deemed essential for enhancing listening skills across educational levels, from early childhood to university. Effective listening was a valuable skill throughout life, aiding in language acquisition, recalling personal narratives, building interpersonal connections, and achieving success in academic and professional environments. From early childhood, listening played a pivotal role in literacy development, facilitating reading skills improvement. Recognizing the interplay between listening and reading was vital for promoting literacy (Katrancı & Melanlıoğlu, 2022).

### **2.4 Listening Comprehension**

According to Tham, & Duong, (2020), even while developing listening comprehension skills might have aided language learners in learning a second language, listening comprehension was not a straightforward or easy idea. The process of listening comprehension involved comprehending the message conveyed by the speaker. The capacity to understand spoken language, including its grammatical features, allusions, and meanings, was known as listening comprehension. The improvement in the experimental group's listening comprehension aligns with recent studies on effective language interventions. Liu and Zhang (2020) found that targeted listening exercises significantly enhance students' comprehension skills. Similarly, Lee and Choi (2022) reported that interactive listening activities lead to notable improvements in both vocabulary and comprehension. These findings support the positive outcomes observed in the experimental group, suggesting that focused interventions can effectively boost listening skills.

### **2.5 Potential Difficulties in Listening Comprehension**

One of the things preventing pupils from achieving their best listening comprehension performance was listening challenges. For this reason, we needed to identify the root causes of the issues in order to reduce the likelihood that they might arise when listening. The so-called listening comprehension issues were believed to be necessary for both educators and students to understand in order to solve challenges. Although there were many different types of listening comprehension challenges, this study would concentrate on some of them, including listeners, listening materials, and external circumstances and situations. The listening materials, the listeners themselves, and the effects of physical environments were the three main sources of listening comprehension issues. (Kurniawan, 2021).

### **2.6 Listening to Podcasts**

Podcast offered diverse content, making them valuable for language learning due to their current and culturally rich nature (Gonulal, 2020). Technology, including podcasts, had revolutionized language education, particularly benefiting English as a Foreign Language (EFL) students by enhancing listening skills and proficiency. The use of podcasts had shown promise in improving language acquisition. Technological advancements, such as easy access to downloadable content on portable devices, had facilitated learning on the go, aiding second language learners in developing speaking and listening skills. Furthermore, user-friendly recording and editing tools had made podcast creation more accessible, increasing global reach and student motivation (Delgadillo & Illera, 2024).

Technology was significantly important in English language education, continuously advancing to provide more advanced resources each year. Its integration in education ensured access to the latest tools, improving teaching efficiency and simplifying learning for students. Podcasts were recognized as a valuable tool for teaching listening skills, offering downloadable audio broadcasts accessible on different devices. These podcasts served as an interactive platform for educators to enhance students' listening abilities. By incorporating visual components, podcasts enabled students to enhance pronunciation and understanding

while listening to the speaker's content. Researchers highlighted podcasts as a contemporary educational resource for teaching listening skills to students (Saragih, 2022).

### **2.7 Podcast as Media to Improve Listening Skills**

Podcasts offered a free and engaging platform for listeners, motivating them to be interested in the content and enhancing their listening skills. By listening to podcasts on topics they enjoyed, students were more likely to stay engaged and eager to learn. Listening to podcasts allowed students to record and imitate spoken words, strengthening their understanding and improving both listening and speaking skills. Students benefited from the flexibility of listening without time or location constraints, enabling them to relax and comprehend the content effectively. Repeated listening to podcasts further enhanced understanding, and students could take notes on important points and new vocabulary. This active engagement not only improved listening skills but also expanded their English vocabulary (Dhea, 2022).

The observed pattern of strong initial pronunciation skills coupled with moderate vocabulary and a foundational level of comprehension in the experimental group aligns with findings in studies exploring the development of listening proficiency in second language learners. Research often indicates that learners may develop phonological awareness and basic vocabulary more readily through initial exposure and explicit instruction, while deeper comprehension requires more nuanced processing and integration of linguistic knowledge (Schmidt & Goodwin, 2022). According to Lee et al., 2024, an article examining the listening profiles of English language learners in a similar educational context found that while learners could often accurately perceive and repeat sounds, their ability to understand the meaning and implications of spoken text lagged behind their pronunciation skills.

Moreover, through the use of Podcasts, it would develop the ability of listening to recognize and understanding its meaning. It built learners' compatibility in their understanding of the language. In other words, the power of listening led us to catch the pure meaning of the information. It could be concluded that listening skill was important for the learners to be mastered. However, although important, listening was considered the most difficult language skills to learn. The importance of listening in language learning should not be overstated. Through acceptance, we internalized linguistic information without which we could not produce language. Because the role of listening comprehension in language teaching had been emphasized over and over again (Nisa, Izzah & Hadi, 2022).

## **3. Methodology**

### **3.1 Research Design**

The researchers used the quasi-experimental design. A quasi-experimental design was appropriate as it allowed for the comparison of two groups of respondents without random assignment. The experimental group consisted of students who regularly listened to English podcasts, while the control group comprised students with minimal or no podcast exposure. To measure the listening skills of both groups, pre-tests and post-tests were administered and a survey questionnaires for the perception was utilized to facilitate in the data gathering procedures..

### **3.2 Research Environment**

The research was conducted at Mindanao State University Lanao Norte Agricultural College. It is located in rural community of Sultan Naga Dimaporo in the Province of Lanao del Norte. The campus offered a mix of modern facilities and a scenic backdrop. The respondents' preferred location for studying was often the library, which boasted a vast collection of agricultural resources and provided a quiet space for focused work. The University where the study conducted is rich in green sceneries and is abundant in agricultural production because of its wide land area and its different facilities that catered the needs of the students. MSU-LNAC promoted a culture that combined learning with the rich Lanao del Norte customs. This could include an emphasis on regional agricultural growth, a strong work ethic, and appreciation for cultural diversity. The university offers a specialized programs for the College of Education; Bachelor of Secondary Education (BSED) Major in English, Mathematics and Filipino, and the Bachelor of Elementary Education (BEED) Major in General Education. Next is the College of Computer Studies; Bachelor of Science in Information Technology and Bachelor of Science in Computer Science. The College of Agriculture; Bachelor of Science in Agriculture Major in Agronomy, Animal Science, Agroforestry, and Extension Education. MSU-LNAC, emphasizing excellence in education, social responsibility, and a commitment to uplifting the Muslim and other cultural communities in the region. The research locale has an atmosphere of dedication and mutual support, making MSU-LNAC a stimulating environment to delve into this research..

### **3.3 Respondents of the Study and Sampling technique**

The respondents of this study were the 1st year to 4th year BSED majoring in English students at Mindanao State University- Lanao del Norte Agricultural College. They were the appropriate respondents for this study because they are studying English, making them more familiar with pronunciation, vocabulary, and comprehension, and developing listening skills is important for their learning, which can be impacted by podcast. Samples were taken through the use of proportionate stratified random sampling

from each year level with the total of 60 respondents who were officially enrolled in the school year 2024-2025. The samples were being tested by written test and speaking test. The researchers used assigned code to the respondents to keep their personal information. The researchers used the proportionate stratified random sampling across all year levels to measure the impact on students' listening skills.

### **3.4 Research Instrument**

The research instrument serves as the crucial tool for data collection. It is the specific method or device employed to gather the necessary information that will ultimately address the research questions and objectives of this study.

The first instrument were the evaluation test (pre-test and posttest), Pre-test Questionnaire, is used to measure and evaluate the preparedness of the students to the study. This test consisted of twenty (20) items for vocabulary and comprehension, and a speaking test for pronunciation which was rated or scored through the use of rubrics. Post-test Questionnaire, is used to measure and evaluate the performance of the students in their listening skills using the English podcasts. This test has similar format, number of parts, number of items and degree of difficulty with the pretest. The validity of the evaluation test was consulted to the experts, research adviser, research panel members, and the hired rater. The second instrument were the survey-questionnaire that includes the English Podcast Preferences. Students indicated their preferred themes and podcaster, providing insight into their listening habits. Also, the other survey questionnaire were about the students' perception towards English podcasts. Then, the English podcasts, in this context, refer to audio programs specifically created for English language learning or featuring authentic English content, as a technology used as part of the intervention given to the experimental.

### **3.5 Data Gathering**

In gathering the data for this study, the researchers secured all the necessary, approval and permission documents to ensure ethical conduct. After the approval and coordination to program coordinator and the respondents themselves. They were grouped into the control and the experimental group, then the researchers administered a pilot testing. The researchers gave an orientation to the respondents that the controlled group will do a lecture and the experimental group will have the intervention program. These two group simultaneously took the pretest to determine their initial listening skills. These were conducted on the first day. After the pretest, the controlled group was directed to traditional instruction while the experimental group was introduced with the podcasts which serves as the intervention, this was conducted on the second and third day. On the fourth day posttest was administered to both groups. The posttest determined the level of listening skills of control group which did not received intervention and the experimental group which was exposed to podcasts. After the conduct, the researchers conducted the survey for the students' perceptions towards English podcasts.

The researchers checked the papers for the written test and three raters checked the speaking test for pronunciation of the respondents. The two raters are an English teachers and the other rater was a graduate of Bachelor in Secondary Education Major in English. Then, the results were tallied.

### **3.6 Data Analysis**

To make accurate interpretation of the gathered data, the following statistical tools were utilized:

1. Frequency and/or Percentage Distribution. Frequency were used to determine the distribution of the responses in each of the choices of the questionnaire of this study. Additionally, percentage distribution was utilized to ascertain the proportion of respondents selecting each particular response out of the total number of participants. This analysis aimed to determine the students' level of listening skills in both the pre-test and the post-test assessments.
2. T-Test. A statistical examination of two population means. A two-sample test examined whether two samples were different and was commonly used when the variances of two normal distributions and when an experiment used a small sample size. This was used to determine the difference between pre-test and post-test results of each group and the difference between the levels of listening skills of the groups. .
3. Weighted Mean. This was done by getting the average of the response of the respondents by the weight assigned per responses. Another research instrument that was used in getting the weighted mean of the students' perception towards English Podcasts.
4. Chi-square. The chi-square test is a statistical tool used to examine the relationship between two or more categorical variables. This was used to determine the relationship between the mediating variable and the dependent variable.

#### 4. Results

##### 4.1 Difference of the Listening Skills during Pretest and Posttest of the Control Group and Experimental Group.

###### 4.1.1 Control Group

The table 4.1 reveals the data gathered for the pretest and post-test scores of the controlled group. Based on the table, it reflects that there is a significant difference between the pre-test and post-test scores of the controlled group.

As seen in Table 4.1, the computed p-value of 0.001 is statistically significant at the 0.05 level of significance. This implies that the null hypothesis which states that there is no significant difference between the pretest and posttest scores of the students is rejected. Thus, the table reveals that there is a difference between the scores of the students in their pretest and posttest scores. This means that the levels of listening skills of the students in the controlled group improved during pre-test and post-test. This indicates that natural development of listening skills occurred over time, likely due to their ongoing exposure to English in regular classes or through general learning processes.

The significant difference between the pretest and posttest scores in the controlled group supports the effectiveness of targeted interventions in improving listening skills. According to Johnson and Carter (2021), statistical analysis such as p-value calculations can reveal meaningful changes in students' performance after interventions, indicating the impact of specific teaching methods. In a similar study, Williams and Chen (2023) found that well-structured educational programs significantly enhance students' listening skills, particularly when clear goals and assessments are integrated into the learning process. These studies reinforce the findings in this research, highlighting that the intervention in the controlled group successfully improved their listening abilities.

**Table 4.1 Difference of the Listening Skills between the Pretest and Posttest of Control Group.**

P-value	Level of Significance
0.001*	0.05

\*significant

###### 4.4.2 Experimental Group

The table 2 reveals the data gathered for the pretest and post-test scores of the experimental group. Based on the table, it reflects that there is a significant difference between the pre-test and post-test scores of the experimental group. As seen in Table 2, the computed p-value of 0.048 is statistically significant at 0.05 level of significance. This implies that the null hypothesis which states that there is no significant difference between the pretest and posttest scores of the students is rejected. Thus, the table reveals that there is a difference between the scores of the students in their pretest and posttest scores. This means that the levels of listening skills of the students in the experimental group improved during pre-test and post-test. Simply, because when we actually teach listening with a clear plan and focus, it really works. It proves that giving attention to a skill often forgotten in regular classes makes a big difference in how well students learn a language.

The significant difference between the pretest and posttest scores of the experimental group highlights the success of the intervention in enhancing listening skills. Research by Zhang and Li (2020) shows that targeted listening interventions lead to significant improvements in student performance. Similarly, Lee and Park (2022) found that structured listening exercises effectively enhance students' listening abilities. These findings support the positive outcomes observed in this study, demonstrating the impact of the intervention on the experimental group's listening skills.

**Table 2 Difference of the Listening Skills between the Pretest and Posttest of Experimental Group.**

P-value	Level of Significance
0.048*	0.05

\*significant

##### 4.2 Difference of the Listening Skills between the Control Group and the Experimental Group during Pretest.

The tables 3, and 4 reveals the overall results for the pretest scores of the controlled group and experimental group while table 5 reveals the differences of the Listening skills between the controlled group and experimental group during pretest. Based on the table, it reflects that there is a significant difference between the pre-test scores of the controlled group and experimental group.

As seen in Table 5, the computed p-value is 0.023 at 0.05 level of significance. This implies that the null hypothesis which states that there is no significant difference between the pretest scores in the Controlled and Experimental Group of the students was rejected. Thus, the table reveals that there is a difference between the scores of the students in their pretest scores. This suggests

that the students in the experimental group performed differently to those in the controlled group. Simply put, it means the special way we taught listening to one group actually made a real, positive difference compared to the group that didn't get that focused attention and exposure.

The significant difference between the pretest scores of the controlled and experimental groups highlights the potential effect of the intervention. Zhang and Wang (2020) indicates that targeted educational interventions, such as those who are in the experimental group, often result in distinct performance differences when compared to control groups. Their study found that students who received focused listening training showed notable improvements in their pretest and posttest results compared to those who did not. Similarly, Park and Lee (2022) emphasize that such discrepancies in initial performance between groups can be attributed to the specific learning strategies and materials employed in the experimental condition, which are designed to enhance students' listening skills more effectively than traditional methods.

**Table 3 The Overall Results of the Level of Listening Skills of the Respondents in Control Group during Pretest**

Pretest Scores	Frequency	Percentage	Verbal Interpretation
16 – 20	14	46.7	Excellent
11 – 15	16	53.3	Good
6 – 10	0	0	Fair
0 – 5	0	0	Poor

**Table 4The Overall Results of the Level of Listening Skills of the Respondents in Experimental Group during Pretest.**

Pretest Scores	Frequency	Percentage	Verbal Interpretation
16 – 20	12	40.0	Excellent
11 – 15	18	60.0	Good
6 – 10	0	0	Fair
0 – 5	0	0	Poor

**Table 5 Difference of the Listening Skills between the Controlled Group and Experimental Group during Pretest.**

P-value	Level of Significance
0.023*	0.05

\*significant

#### **4.3 Difference of the Listening Skills between the Control Group and the Experimental Group during Posttest.**

The tables 6 and 7 reveals the overall results for the posttest scores of the controlled group and experimental group while the table 8 reveals the differences of the Listening skills between the controlled group and experimental group during posttest. Based on the table, it reflects that there is a significant difference between the post-test scores of the controlled group and experimental group.

As seen in Table 8, the computed p-value is 0.028 at 0.05 level of significance. This implies that the null hypothesis which states that there is no significant difference between the posttest scores in the Controlled and Experimental Group of the students is rejected. Thus, the table reveals that there is a difference between the scores of the students in their posttest scores. This suggests that the students in the experimental group performed differently to those in the controlled group. This difference highlights that the specific teaching methods or interventions provided to the experimental group had a tangible impact on their listening skills, unlike the progress seen in the group that followed the standard approach.

The significant difference in posttest scores between the controlled and experimental groups highlights the effectiveness of the intervention. Lee and Kim (2021) found that focused listening exercises led to improved posttest performance in experimental groups. Similarly, Nguyen and Tran (2023) demonstrated that targeted listening interventions resulted in higher scores, confirming that specific training methods enhance listening comprehension more than general instruction. These findings support the positive outcomes observed in this study.

**Table 6 The Overall Results of the Level of Listening Skills of the Respondents in Control Group during Posttest.**

Pretest Scores	Frequency	Percentage	Verbal Interpretation
16 – 20	15	50.0	Excellent
11 – 15	15	50.0	Good
6 – 10	0	0	Fair
0 – 5	0	0	Poor

**Table 7 The Overall Results of the Level of Listening Skills of the Respondents in Experimental Group during Posttest.**

Pretest Scores	Frequency	Percentage	Verbal Interpretation
16 – 20	18	60.0	Excellent
11 – 15	12	40.0	Good
6 – 10	0	0	Fair
0 – 5	0	0	Poor

**Table 8 Difference of the Listening Skills between the Controlled Group and Experimental Group during Posttest**

P-value	Level of Significance
0.028*	0.05

\*significant

#### 4.4 Respondents' Perception towards English Podcast

Table 9 displays the weighted mean and interpretation of data on respondents' perceptions towards English podcasts. The results indicate that the statements regarding students' views on English podcasts are highly positive with the grand weighted mean of 9.

Table 9 indicates positive indicators of students' perception towards English podcasts and were rated according to its response with corresponding verbal interpretation. The overall description of the students' perception towards English Podcasts is highly positive with grand weighted mean of 3.47. The indicator "I find English podcasts are good source of vocabularies." was rated highest by the students with the corresponding verbal interpretation as highly positive based on the weighted mean of 3.53. Moreover, "I personally do not have a specific genre that I listen to when it comes to English podcast." is the lowest weighted mean in positive indicators with 2.93. This implies that the students' perception towards English Podcasts was rated highly positive. This positive view suggests that podcasts can be a highly engaging and motivating tool for language learning.

According to Intan, F., (2021), it has shown that students gained positive perception toward the use of podcast in classroom. Most students agreed that podcast are interesting and motivating learning media to learn English in classroom. Podcasts are believed to provide authentic listening materials which help students to listen to English materials and help them in learning pronunciation and English vocabulary. Since the content of podcasts are adjusted to the materials learned in classroom, podcasts are believed to generate students' motivation in learning English. Even though podcasts are positively perceived by students, several challenges



regarding to listening activity in classroom are also found. The challenges are related to materials, information processing, students' English proficiency, and medium (Gunawan, M., 2021).

**Table 9 Students Perception towards English Podcasts**

Indicators	Mean	Verbal Interpretation
1. I love listening to English podcasts.	3.40	Highly Positive
2. English podcast is effective.	3.43	Highly Positive
3. I personally do not have a specific genre that I listen to when it comes to English podcast.	2.93	Positive
4. I learn proper pronunciation as I listen to English podcasts.	3.43	Highly Positive
5. I find English podcasts are good source of vocabularies.	3.53	Highly Positive
6. I tend to repeat and replay the song whenever I encounter words that are difficult to pronounce for the first time.	3.43	Highly Positive
7. I can easily comprehend the message if the English podcasts is very much relatable.	3.40	Highly Positive
8. I observed that English podcasts are most likely about love.		
9. I usually imitate the way the artist utter the words every time I listened to English podcast.	3.10	Positive
10. I will suggest teachers to use English podcasts as a tool for learning.	3.50	Highly Positive
<b>Grand weighted mean</b>		
	3.10	Positive
	<b>3.47</b>	<b>Highly Positive</b>

#### **4.5 Relationship between Perception towards English Podcast and the Level of Listening Skills of the Respondents**

The tables 10, 11, and 12 reveals the relationship between Perception towards English Podcast and the Level of Listening Skills of the Respondents. Based on the table, it reflects that there is a significant relationship between the Perception towards English Podcast and the Level of Listening Skills of the respondents.

As seen in tables 10, the computed p-value is equal to 0.001 at 0.05 level of significance. In table 11, the computed p-value is equal to 0.001 at 0.05 level of significance. Lastly, in table 12, the computed p-value is equal to 0.001 at 0.05 level of significance. This implies that the null hypothesis which states that there is no significant relationship between the perceptions towards English podcasts and the levels on listening skills of the respondents is rejected. Thus, the table reveals that there is a relationship between the perceptions towards English podcasts and the levels of listening skills of the respondents.

Intan, F., (2021) found that most students agreed that podcast are interesting and motivating learning media to learn English in classroom. Podcasts are believed to provide authentic listening materials which help students to listen to English materials and help them in learning pronunciation and English vocabulary. According to Al-Qahtani and Al-Ahmary (2023), their findings indicated that learners who regularly engaged with English podcasts demonstrated significant improvements in their listening skills compared to a control group. Furthermore, the study revealed a strong positive correlation between learners' positive perceptions of podcasts as a learning tool and their overall listening proficiency gains. The authors concluded that the engaging and authentic nature of podcasts can foster a more positive attitude towards language learning, which in turn contributes to enhanced listening comprehension.

**Table 10 Relationship between the Perceptions towards English Podcasts and the Level on Listening Skills of the Respondents in terms of Pronunciation.**

P-value	Level of Significance
0.001*	0.05

\*significant

**Table 11 Relationship between the Perceptions towards English Podcasts and the Level on Listening Skills of the Respondents in terms of Vocabulary**

P-value	Level of Significance
0.001*	0.05

\*significant

**Table 12 Relationship between the Perceptions towards English Podcasts and the Level on Listening Skills of the Respondents in terms of Comprehension**

P-value	Level of Significance
0.001*	0.05

\*significant

## 5. Conclusion

This study shows that students' perceptions of English podcasts have a significant impact on their listening skills. The use of podcasts as a learning tool has led to noticeable improvements in students' ability to comprehend spoken English. The comparison between pre-test and post-test results further confirms that podcasts are an effective way to enhance language skills. Listening is a fundamental skill in communication, and students often develop this skill by engaging with authentic audio sources. English podcasts, with their diverse content and natural conversational style, provide a rich environment for students to improve their listening comprehension.

The findings of this study suggest that integrating podcasts into language learning programs can be a highly effective strategy for enhancing students' listening abilities and boosting their overall language proficiency. This conclusion aligns with the study by Katranci & Melanglu (2022), who highlight that listening is the most utilized skill in educational settings and the primary skill acquired in communication. Their research emphasizes the importance of students understanding spoken language and responding appropriately to context—an aspect that English podcasts facilitate by providing natural, real-world language usage that students can engage with. Also, in the study of Bozavlı (2024), investigated the effects of intensive English podcast listening on high school students' comprehension skills and learning motivation. The study concluded that intensive podcast listening significantly improved high school students' listening skills and increased their motivation to learn, making them more willing to listen to and understand English. This reinforces the idea that engaging with podcasts not only enhances skills but also cultivates a positive attitude towards language learning, which is crucial for sustained improvement.

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