The Effects of Podcast-Based Listening Instruction on High School EFL Students' Attitudes Toward English and Listening Skills

Mehmet Sengul [a]1

[a]Ankara Hacı Bayram Veli University, School of Foreign Languages, Ankara, and 06520, Türkiye

Abstract

The study examined the impact of podcast-based listening instructions on students' attitudes toward learning English as a Foreign Language (EFL) and their listening skills. It collected both qualitative and quantitative data using a quasi-experimental mixed-methods research design based on constructivist learning theory, utilizing a pre-/post-test non-equivalent control group model. There were 96 ninth-grade students from two high schools in Türkiye who participated; the control group received traditional curriculum-based listening instruction, while the experimental group received podcast-supported listening activities over a six-week period. Quantitative data were collected using an Attitude Questionnaire toward English (pre-and post-Test), and qualitative data were collected using teacher and student self-reflection sheets. Using non-parametric and parametric statistical analyses, the researchers found no statistically different attitudes between the two groups at pre-Test; however, the post-Test scores showed that the experimental group had a statistically significant improvement in their attitudes toward learning English. When analysing the data based on gender, female students in the experimental group had significantly more gain in their overall attitude than males, but internet access did not significantly affect their attitudes about the study. The qualitative data also confirmed the quantitative findings, showing an increase in learner autonomy and engagement and less listening anxiety by students exposed to podcasts. These findings may be beneficial for secondary EFL listening instruction and indicate that using podcasts may positively affect students' affective engagement and motivation. The authors discussed how language teachers can utilise technology in ways that will enhance their teaching practice and suggested that further research should be conducted on this topic.

Keywords: Podcast-based learning; EFL listening; learner attitudes; constructivist learning; technology-enhanced instruction

[1]Corresponding author. Mehmet Sengul. ORCID ID.: https://orcid.org/0000-0002-6661-2953
E-mail: mehmet.sengul@hbv.edu.tr

1.   Introduction

1.1. Introduction to the problem

Listening comprehension is known to be one of the hardest skills for EFL (English as a Foreign Language) learners to develop (Namaziandost et al., 2019). This has been more difficult to accomplish in Türkiye because many students reach secondary education at lower than expected levels for listening proficiency and because they develop negative attitudes about listening activities, despite the fact that English was taught in Turkish schools as early as 1998. Traditional methods of teaching listening in the classroom do not give learners enough time or access to enough listening material (Ebrahimi & Elahifar, 2021). Because of this, many learners become anxious, frustrated, and ultimately disengaged with listening activities (Zhang et al., 2020). Podcasts now provide an alternative way for learners to have access to a wide range of authentic audio materials, at any time and from anywhere.

Podcasts and podcasting, from the perspective of constructivist learning theory (CLT) (Ng'ambi & Lombe, 2012), and Computer Assisted Language Learning (CALL) (O'brien & Hegelheimer, 2007), also provide a method of getting repeated exposure to contextualised input (Chaves-Yuste & De-La Peña, 2023), along with a greater degree of learner autonomy. Research has shown that the use of podcasts can improve their motivation for developing their listening comprehension skills, and their level of engagement with taking part in activities designed to improve their listening comprehension (Abdulrahman et al., 2018; Indahsari, 2020). However, few empirical studies exist that look at how high school learners in Türkiye (and the surrounding region) develop attitudes toward English and their attitudes toward listening.

Although previous studies demonstrate the positive impact of podcast-based learning, there continue to be several gaps in the literature. First, very little experimental research exists concerning EFL learners' attitudes toward podcast use, instead of simply examining EFL learners' listening performances. Second, there are no published studies examining podcast use with Turkish high school learners. Finally, limited research has combined quantitative and qualitative data in order to examine changes in learners' attitudes. To address the above-mentioned gaps, the current study investigates the role of podcast-based listening instruction on high school learners' attitudes towards English in general and especially listening by utilizing a quasi-experimental mixed-methods design.

1.2. Theoretical background and review of literature

This study's conceptual basis consists of CLT and CALL. Theoretical frameworks, listening comprehension and attitude towards learning English using podcasts together support the exploration of how podcast-based listening instruction can impact the attitudes of high school students towards learning English and listening skills.

According to early researchers such as Piaget, Vygotsky, and Perkins , constructivist learning theory is based on the premise that learners create knowledge through experience and interaction rather than passively absorbing information (Amineh & Asl, 2015). The constructivist perspective defines the construction of knowledge as an individual's

interpretation of new materials based on their previous experience and cognitive structures (Prestine, 1995). Socially-based theories emphasize how people develop cognitively through their interaction with cultural tools that mediate learning. Vygotsky's theory states that cognitive development occurs through (Crooke et al., 2016).

CLT acknowledges that meaningful input, learner autonomy, and the contextualization of language are necessary to develop learners' language comprehension skills in a foreign language (Kaufman, 2004; Suhendi, 2018). In the area of listening, students improve their ability to understand a foreign language through multiple opportunities to listen to authentic materials, to reflect on the listening material, and to take control of the process of developing their listening comprehension skills. Podcasting has a great deal of potential for facilitating constructivist learning because podcasting offers students an opportunity to hear how the language is used by others in real-world situations and allows them to return to the material at their own pace, as well as allowing them to develop meaning beyond the limits of their classroom setting (Rahman, 2018).

Through allowing students to independently access and review a variety of podcasts, podcasts are an excellent resource for supporting active meaning-making of knowledge and independent self-regulated learning by the students (Boehm et al., 2025), which are two of the central tenets of constructivist learning pedagogy. Therefore, CLT provides a rational foundation for incorporating podcasts into EFL listening instruction.

Computer-assisted language learning encompasses the integration of current technology in the teaching and learning of foreign languages. Today's CALL frameworks emphasize learner-centeredness, flexibility, authenticity, and autonomy in the language learning process (Xiang, 2025). Not only is technology seen as a means of delivering information, but it is also used as a cognitive and pedagogical tool to alter the way we learn.

The use of podcasting as an asynchronous CALL application gives learners unlimited access (Fotos & Browne, 2013) to spoken language input. Podcasts differ from traditional classroom listening activities is in the way they offer learners control over the timing, frequency, and pace of their exposure to input (Abdulrahman et al., 2018). Therefore, the learner can select the way they wish to develop their educational experience based on their own unique differences in proficiency level and learning style. Additionally, many podcasts contain authentic spoken language (Suvarnaphaet & Suvarnaphaet, 2023) from different regions of the world and provide authentic topics as a source of conversation. Authenticity is a key element of CALL research.

As part of the CALL paradigm, podcast-based listening promotes extended learning opportunities outside of the classroom and helps to develop learner autonomy. Learner autonomy is a crucial consideration (Nunan, 2014; Oxford, 2008; Smith, 2008) for EFL learners in terms of creating authentic exposure to the language. Therefore, many people are now recognizing the value of podcasts as an effective supplement to other forms of technology-enhanced language learning. Podcasts can provide both lower-level (bottom-up processing) and higher-level (top-down processing) steps for developing an individual's

listening abilities if those podcasts are used in conjunction with structured pre and post-listening activities.

As mentioned above, listening has been documented as being one of the most difficult skills to master as an EFL learner, particularly in instructional settings where students have limited exposure to authentic spoken English. In addition to the fact that learners often experience anxiety about listening, learners also report difficulty concentrating during listening exercises and report being frustrated with listening at high speeds (Ali, 2020). The Turkish EFL context illustrates that high school learners struggle with persistent listening comprehension difficulties and continue to maintain negative attitudes toward listening comprehension tasks. It is critical to explore new instructional strategies that extend beyond the traditional classroom, where learners would typically practice their listening ability.

Podcasting has been established as an effective resource for use in language education because of its accessible nature, flexible learning format, and authentic contexts in which learners can practice their target language. In fact, previous research has documented that many learners view podcasts as valuable "'add-on" resources (Başaran & Cabaroğlu, 2014; Gachago et al., 2016; Pastore, 2008). Furthermore, studies have demonstrated that using podcasts for language learning improves learners' abilities to comprehend spoken English, pronounce correctly, and acquire vocabulary (Suvarnaphaet & Suvarnaphaet, 2023).

More recent studies (Amiri et al., 2023; Rachmaniputri et al., 2021) have focused on the positive affective benefits of using podcasts within the language education process. Learners who have used podcasts in their language instruction report higher levels of motivation, increased enjoyment, and decreased anxiety (Alger & Eyckmans, 2025; Hamzaoğlu & Koçoğlu, 2016) when they are able to use podcasts for practice. Podcasts are also viewed as promoting learner autonomy, often allowing learners to learn at their own pace and work independently.

Although the results of these studies are encouraging, most research to date focuses exclusively on university students. Therefore, empirical research examining the use of podcast-based listening instruction with high school students (e.g., experimental and quasi-experimental studies) is extremely limited.

There is a growing body of literature (Al-Maashani & Mudhsh, 2023; Marek, 2014; Mohammed, 2020) indicating that instructional technologies have a positive effect on the attitude of learners towards foreign language learning. Instructional technologies that align with the interests of learners and their typical patterns of media consumption will enhance student engagement and produce high levels of positive affect.

Research has indicated that when learners perceive instructional technologies as useful and enjoyable, and easy to use, their attitudes toward foreign languages improve significantly (Azmi, 2017). In terms of listening instruction, technology-supported instruction decreases the high levels of anxiety associated with in-class performance and

provides additional opportunities for students to practice in less anxiety-producing environments.

With this theoretical and methodological foundation, our study seeks to address the following research questions:

1. Is there a statistically meaningful difference between the means of the students in the experimental and control groups gained from the Attitude Questionnaire to English?

2. Have the students observed in themselves any changes in their attitudes towards foreign language learning and their listening skills at the end of the implementation?

Utilizing constructivist learning, CALL, listening comprehension, and attitude theories as a theoretical framework, the current study provides a theoretical basis to study podcast-based listening instruction as a learner-centred, affectively supportive method of EFL listening instruction. The literature reviewed shows that the current use of podcasts in EFL pedagogy is promising but demonstrates that more empirical research is needed in this area, particularly with respect to attitudinal outcomes for Turkish EFL learners. The current study, therefore, aims to contribute to the body of theoretical knowledge and pedagogical practice in the context of Turkish EFL. Therefore, the research questions have been formulated as in the following:

1. Is there a statistically meaningful difference between the means of the students in the experimental and control groups gained from the Attitude Questionnaire to English?

2. Have the students observed in themselves any changes in their attitudes towards foreign language learning and their listening skills at the end of the implementation?

2.   Method

2.1.   Research design

The design used in this research consisted of a combination of several methods of data collection, which are referred to as a quasi-experimental design. The purpose of this particular design is to allow the researcher to explore how podcast-based listening instructions influence the way that 9th grade EFL learners view their own English language development and ability to listen to the English language, and whether or not these changes are evident in the improvement of their listening skills.

This was accomplished with two different types of data analysis. The quantitative analysis is used to determine if there are any statistically significant differences between the two groups in terms of the way they view their own development as an EFL learner; the qualitative analysis is intended to support and expand on the quantitative findings by utilizing reflection from both the student participants and the teacher participants. The integration of the quantitative and qualitative data provides both triangulation and a more complete picture of the instructional approach utilized in this intervention.

Because of institutional constraints that did not permit the random assignment of individual participants, intact classes from two different high schools were used as the

experimental and control groups, which is a standard methodology used in educational research.

2.2.   *Participants, Variables and Setting*

This study took place between the years of 2013 and 2014 at two different high schools in Hatay, Türkiye: one being a public Anatolian Teacher High School and the other a private college. A total of 186 ninth-grade students from six classrooms comprised the sample population of the research. Three classrooms were randomly selected as the experimental group, while three classrooms were randomly selected to be the control group. This resulted in a total number of 96 participants (48 participants in the experimental group and 48 participants in the control group).

All of the students included in the research were ninth-grade students of the same age. Both groups had nearly equal numbers of male and female students. Teachers assigned to the experimental and control groups differed in terms of school-level differences; however, all of the teachers had more than ten years of experience teaching. To protect student confidentiality, students were informed that participation in the study was voluntary, and their identities would be kept anonymous. Additionally, students were permitted to use nicknames when completing the research instruments used in this study.

There were two types of listening instruction that were being studied in this research study. Some students received a podcast-based curriculum while others received a traditional curriculum for listening instruction. The dependent variable was measured using the Attitude Questionnaire Toward Learning English and included qualitative reflections by both teachers and students.

2.3.   *Data collection tools*

2.3.1. Podcasts and listening materials

The Turkish Ministry of National Education has created and published six national English podcasts compliant with Turkish English teaching regulations as outlined in the National English Curriculum. The content of each podcast corresponds to a specific week of English instruction, and each podcast has associated activities based on three levels of listening: pre-, during, and post-listening.

Students in the experimental group could access the podcasts through a secure website both in their classes and at home. The while-listening activities were initially focused on fill-in-the-blank to practice identifying words (recognizing them), while later on, they were more cognitively demanding, using note-taking as a method of comprehension during listening. At the end of each podcast, students participated in role-playing and discussion-based activities to foster comprehension and engagement after hearing the podcast material. Three college professors and five experienced ninth-grade English teachers reviewed all of the materials for content validity and grade-level appropriateness prior to the materials being distributed to the teachers to implement in their classes.

2.3.2. Attitude Questionnaire toward English

Students' attitudes toward English language learning and listening skills were measured using the Attitude Questionnaire toward English, adapted from Nuhoğlu's

(2008) Attitude Questionnaire toward Science. The adapted instrument consisted of 20 items (10 positive and 10 negative) rated on a 3-point Likert scale (2 = agree, 1 = undecided, 0 = disagree). Negative items were reverse-coded prior to analysis.

The questionnaire demonstrated strong internal consistency, with a reported Cronbach's alpha coefficient of α = .87. It was administered as both a pre-test and a post-test to the experimental and control groups. To avoid comprehension difficulties, the questionnaire was administered in Turkish, and students were informed that their responses would not affect their academic grades.

2.3.3. Reflection Sheets

The experimental group filled out the open-ended reflection sheets to create Qualitative Data. The original reflection sheets were developed by Coşkun (2011) using the 5E Learning Model, and had four open-ended questions.

Participants filled out the Reflection Sheets to gauge their thoughts on how to use Podcasts, how their attitudes changed, how they listened to the material, and how engaged they felt overall with the learning process. Expert Review established Content and Construct Validity of the original Reflection Sheets.

2.4. Data collection procedure

Before implementing the full study, a pilot study was conducted to determine the best approach for administering the research instruments and procedures. The pilot study showed that having only one podcast a week was better than two. Also, the data collection tools had to be revised to better suit high school students. The main study was carried out over a period of six weeks, following an initial orientation week, during which all students were tested at the beginning and again at the end. The procedures for implementing the study were carried out in three steps.

2.4.1. Orientation and Pre-Test

In the first week of the study, a group of students in the experimental group were introduced to the idea of using podcasts for their listening activities and were informed of the reason for the use of podcasts and how they would be used in the study. The Attitude Questionnaire toward English was administered to the two groups as a pre-test.

2.4.2. Implementation Phase

For a total of six consecutive weeks, the experimental group engaged in podcast-based listening activities one hour a week during class time. The students were also encouraged to use the podcasts for their own independent study outside class. The control group continued to receive listening instruction according to the existing curriculum and materials (English in Mind) and did not use podcasts for their listening activities.

2.4.3. Post-Test and Reflections

At the end of the six-week implementation period, the Attitude Questionnaire toward English was given to both groups again as a post-test. Following this, the experimental group was given reflection sheets from both students and teachers.

2.5. Data Analysis

Using SPSS (version 17.0) to analyse the quantitative data, independent samples t-tests were performed to determine whether there were statistically significant differences

between the pre-test and post-test scores of the experimental and control groups. Within-group comparison (between tests) was also made to determine whether change occurred over time (as opposed to group-to-group). Differences related to gender and access to the Internet were also assessed through the Wilcoxon Signed-Rank test.

To assess the qualitative data from the Reflection Sheets, content analysis was employed. The analysis process included familiarisation with the material, coding, creating clusters (categories) based on the codes assigned to the data, developing a definition for each category, and evaluating the relationships between the categories. To improve the credibility of the analysis, two independent pairs checked the researchers' coding, and the qualitative results were used to validate the quantitative findings (triangulate).

2.6. Ethical Considerations

Prior to collecting data, approval was obtained from an Ethics Committee of Hatay Mustafa Kemal University. All participants and their parents were made aware of the study's purpose and methods, and written consent was obtained for participation in the study. Participation was voluntary, and throughout the study, confidentiality was maintained as the participants were assured that their ideas would remain confidential both during and after the study, and the interviews were recorded with their consent. The transcriptions did not include any private participant data to protect their anonymity.

3.   Results and Findings

This part revolves around the following two types of results; quantitative and qualitative respectively.

3.1. Quantitative Results

Quantitative analysis was performed to see if podcast-based listening instruction created any measurable difference between the experimental and control groups in regards to their attitudes toward English language learning and their ability to listen effectively.

Prior to the implementation of the instructional intervention, the pre-test scores of the experimental and control groups were compared using the questionnaire tool, to determine whether the two groups were equivalent. Each group had their normality assumptions checked via skewness and kurtosis scores, resulting in discovering how the samples were distributed. Since both groups exhibited a distribution other than the normal, Wilcoxon rank-sum tests were performed. The results of the Wilcoxon rank-sum tests indicated that at the pre-test period, neither group displayed statistically significant differences in regards to their attitudes toward English and/or listening ability ($z = -0.975$, $p = .329$). Consequently, before the intervention, both groups were comparable.

Results of the post-test analyses indicate statistical significance between the experimental and control groups, with the experimental group outperforming the control group on the post-test following the intervention ($z = -7.614$, $p < .001$). Although both groups had improved from the pre-test to the post-test, the experimental group's post-test scores were much higher, indicating that the participants in the experimental group had

more positive attitudes toward English language learning and their listening skills than did participants in the control group. Thus, findings from this study suggest that the podcast-based listening instructional intervention substantially influenced students' positive attitude development independently of the improvement in students' attitudes due to traditional instructional methods.

To find out if gender had any effect on students' attitudes, independent samples t-tests were performed. For the experimental group, statistically significant differences were found between males and females at both the pre-test and post-test stages. The male students had the highest scores (p = .002) on their pre-test attitude questionnaire, while the post-test results yielded a significant statistical shift to the female students (p = .002). Therefore, female students benefited from the podcast-based instructional intervention more than male students. In the control group, however, there were no statistically significant differences observed between genders at the pre-test or post-test stages (p > .05). The pattern of the gender improvement found in the experimental group appears to be exclusively related to the instructional intervention of podcast-based listening activities as opposed to other instructional factors.

Independent samples t-tests were also performed to determine how students' internet access affected their attitude scores. No significant differences were found between those students who had internet access and those who did not in both the experimental and control groups at both the pre-test or post-test levels (p > .05). However, despite the lack of statistical differences between students with or without internet access in the experimental group, descriptive analyses indicated that all students in the experimental group had higher attitude scores after the intervention. These findings indicate that the use of podcast-based instruction improved students' attitudes regardless of their access to technological resources (i.e., internet).

3.2. Qualitative Results

The research found that teaching with podcasts increased students' motivation, participation, and willingness to take responsibility for their learning. Teachers reported two main benefits to the use of podcasts in the classroom: a) Increased Learner Autonomy and b) Increased Student Participation in Class Activities. Teachers described how students became increasingly accountable for listening practices outside of the classroom and were taking an increasing amount of responsibility for tracking their progress. Increased student participation through application of warm-up activities, discussions, and role-plays. This helped to reduce students' reluctance to participate in learning opportunities.

Table 1. Perceptions of the Teachers on the Students' Podcast Use

1. Please explain which principles are taken account and what you have done during the implementation Podcasts in listening skills.
1.1. The principles taken into account and activities <u>during warm-up are</u>;
T-1: First of all, I explained what a podcast is and their importance in foreign language learning to draw their attention to the activities. I tried to do what is required of me during the study. I found a related issue held in the podcast to be studied. I made question-answer turns, prepared a song and a small game to make them feel relaxed.
T-2: I tried to stress the importance of podcasts for their listening skills. During warm-up activities, I paid attention to their interest in them. I prepared related questions and pictures to make the students talk about the issue. The students asked and answered questions.
1.2. The principles taken into account and activities <u>during podcast implementation in class and out of class</u>;
T-1: I told them to not talk among themselves while listening. They were also asked to be quiet and pay attention to what they were going to listen to. We listened to the podcasts in the class twice. The students took notes on the topic.
T-2: Since the class was very crowded, I warned the students to stay silent during the listening activity. I frequently provided suggestions on what they could do to maintain concentration. The students listened to podcasts in class and answered the related questions as well as taking notes.
1.3. The principles taken into account and activities <u>during evaluation of podcast activities</u>;
T-1: I tried to help them make their own sentences to discuss the topic. I created group discussions. Role-play activities were employed to motivate them. Discussions and role-play activities were done in class and they were assigned to write a letter or an article related to the topic.
T-2: The students struggled to make their own sentences using the new structures learnt. They took part in role-play activities and discussions. They were given assignments related to podcasts.

Teachers observed that students became increasingly enthusiastic about attending class and participating in practice listening activities. As well, students expressed a desire for additional activities that used the podcast format. Teachers reported experiencing challenges in implementing the podcast-based listening approach. These challenges included crowded classes and the presence of high noise levels. Sometimes the combination of these challenges affected students' ability to concentrate during listening activities. The study demonstrated that delivery of podcast-based instructional materials was an effective way to support students cognitive and emotional aspects of their learning experience.

Table 2. Opinions of the Students on Podcast Use during Warm up Activities

Week	Opinion	Frequency (ff)
1st Week (ff =210)	We played games	67
	We listened to a song	54
	We won the game	40
	We explained our future plans	34
	We lost the game	15
2nd Week (ff =189)	We listened to a song	52
	We sang a song	45
	We looked at pictures	33
	We played a short game	31
	We listed the advantages of technology	28
3rd Week (ff =228)	We watched a short film	71
	We advertised a product	66
	The teacher asked questions	41
	We answered the questions	38
	We made new sentences	12
4th Week (ff =257)	We talked about the education	79
	The teacher asked questions	60
	We commented on pictures	54
	We played a short game	43
	We learned new vocabulary	21
5th Week (ff =306)	We learned about benefits of exchange programs	74
	The teacher asked questions	72
	We learned new vocabulary	68
	We talked about exchange programs	53
	We made new sentences	39
6th Week (ff =317)	We talked about telling the truth	85
	We learned new vocabulary	74
	The teacher asked questions	63
	We dreamed of white lies	58
	We made new sentences	37

Student participants expressed a range of emotional and cognitive responses to the podcast-based listening instruction. Student participants indicated that the podcast-based listening lessons produced many positive emotions, such as enjoyment, a reduction in boredom, and an increased interest in the practice of listening to audio. Many students indicated feeling less anxious about their ability to complete listening tasks and reported having greater confidence and comfort level during listening activities in comparison to completing traditional classroom exercises. Cognitive benefits experienced by students who participated in the study included improved comprehension of audio texts, having

expanded vocabulary, and knowing how to create sentences with new words. Students indicated that by being exposed to the podcasts, they learned how to follow spoken English and better understood the subject matter being taught.

Students reported several challenges with podcast-based listening instruction early in the study. Many students initially expressed anxiety about participating in listening activities, found it difficult to pay attention in crowded classrooms, and were concerned about encountering new words. However, as students became accustomed to the format of audio-based instruction, the removal of these fears, along with increased exposure to the use of podcasts, helped to build students' confidence and improve their overall ability to complete the tasks related to listening.

While there were many similarities in responses from both male and female students, the most significant difference was noted in the responses of each gender group. Female students indicated significant improvements in their ability to create sentences and perform well on examinations. Comparatively, male students reported that they experienced the most benefits related to expanding their vocabulary and improving their ability to comprehend spoken language. In turn, this finding is consistent with the results of the quantitative analyses, which demonstrated that female students in the experimental group experienced more positive changes in their attitudes toward using podcasts in the classroom.

4.   Discussion

This research sought to explore the role of podcasts in enhancing high school students' attitudes toward learning EFL and their ability to comprehend spoken English. Podcast integration resulted in significant positive attitude changes by EFL students.

The results of the study indicated that the experimental group had a more significant difference in attitude following podcast-based listening instruction compared to the control group, which was taught via traditional listening methods. The results support the constructivist theory of learning stating that learners must engage actively, be repeatedly exposed to the information being learned, and have control of their own knowledge-building process. Podcasts enabled students to listen to EFL podcasts outside the classroom environment, allowing students to take control of how often they listened, the speed of the podcasts, and when they listened. This independence most likely decreased student anxiety and boosted confidence, which are essential for language learning.

The larger increase in female students suggests that podcast-based instruction may have a differing effect on student characteristics, such as their ability to actively engage and their preferences for how they learn. Female students may have had more opportunities or have found more value in the reflective and repetitive nature of podcast-based instruction due to their greater willingness to engage in these types of tasks. The lack of difference in gender between the groups in the control group further indicates that the

increase in attitudes was due specifically to using podcasts rather than the generalizing factors of using traditional instruction.

While statistical analysis did not reveal any significant difference regarding internet accessibility between students, the fact that students with limited internet access demonstrated an overall increase in their attitudes suggests that using podcasts was beneficial for students, even when there was a variation in technological resources available to them. Public schools have been found to benefit greatly from using podcasts.

Qualitative findings showed that podcasts positively affected both the affective dimension (motivation, enjoyment, and confidence) and the cognitive dimension (comprehension, vocabulary, and sentence-building) of listening. Podcasts helped to lower the affective filter for students by decreasing their fear of and increasing their familiarity with listening to spoken English, thus allowing students to process the language more effectively.

5.   Conclusions

Results from this research prove that instructing high school EFL (English as a Foreign Language) students to listen to podcasts will improve students' attitudes towards learning English and develop their listening skillset. Podcasts motivated students more than their peers and reduced the anxiety level of the listening process. Additionally, podcast listeners were more engaged than their counterparts who received traditional classroom-based instruction.

The positive results of this research provide strong evidence of the instructional value of including podcasts in EFL programs at the secondary level. Podcasts extend the learning opportunities for students beyond the classroom and encourage more student accountability in their listening development. Therefore, podcasts are an ideal and efficient method of delivering effective listening instruction with positive cognitive and affective outcomes in foreign language education.

Although the findings of the current research study are important, it is also important to provide a discussion of some limitations to these findings. Acknowledgement of such limitations will allow for better understanding of the ways that these findings can be interpreted, as well as provide direction for future research on this topic.

The first limitation is that the size of the sample used in this study was relatively small and was limited to two high schools in one area of Türkiye. Although the findings of this study provide information about how effective podcast-based listening instruction is for high school students, caution should be taken about generalising the results to other educational settings, regions, and student populations.

A second limitation is that the length of the intervention was only six weeks. Although the researchers found statistically significant changes in students' attitudes during the six-week period, it is possible that longer-term implementations of this intervention would produce different or prolonged effects than were found in this study. Further, short-term improvements in attitudes do not guarantee that these attitudes will lead to a change in

students' behaviours or increase their proficiency without additional exposure and practice of the skills being taught.

A final limitation is that qualitative data were collected from students and teachers using reflection sheets rather than using in-depth interviews or classroom observations. Although the use of reflection sheets was beneficial to collect students' and teachers' perspectives, a richer quality of qualitative data could have been collected using other, more dynamic methods of collecting dat.

6.   Pedagogical Implications and Future Research

The evidence supports the idea that the instructional use of podcasts in EFL classes does not merely act as an auxiliary aid but instead changes students' views toward listening and their experiences in learning English. The inclusion of authentic input, the ability to listen to podcasts at each student's convenience, and the opportunity for individual student choice all contribute to providing an environment where positive changes in attitude occur.

As the above study has a number of limitations, a number of recommendations for future research are made. Future researchers could study podcast-based instruction in EFL contexts by using a randomized controlled design, thus enhancing both the internal validity and generalizability of findings. Expanding the sample size to include students from a variety of socioeconomic backgrounds and geographic regions would provide for a more well-rounded view of podcast-based instruction within the total population of EFL learners.

Longitudinal studies that look at the long-term impact of integrating podcasts into the EFL classroom on learners' attitudes, listening proficiency, and self-directed learning habits could also provide valuable information. Such studies could assess if learners who developed more positive attitudes toward listening to podcasts would continue to be motivated to participate in any listening activity.

In addition, future studies could determine the effect of podcast-based instruction on other areas of the language, including speaking, pronunciation, and vocabulary acquisition; additionally, they could assess how podcast-based instruction improves or affects learners' cognitive and metacognitive strategies. The use of comparative studies would provide researchers with the opportunity to examine and analyze the impact of different formats (i.e., narrative, instructional, and learner-generated) on second language learners (particularly at the secondary level).

Finally, the use of qualitative research methodologies, including interviews, focus groups, and classroom observations, could aid in gaining a deeper understanding of students' experiences and challenges in the learning process and how they apply the strategies they learned while using podcasts. These methods would enrich researchers'

understanding of how and why podcasts affect learners' affective (emotional) and cognitive (mental) aspects when learning a foreign language

Declaration of interests and Ethical Issues

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