

تصورات طلبة اللغة الإنجليزية كلغة أجنبية حول فاعلية استخدام البودكاست في تنمية مهارات الاستماع لدى طلاب المرحلة الجامعية

أسماء علي قنان *

استاد متعاون لدي كلية اللغات العزيرية

asmaganan733@gmail.com

تاريخ الارسال 2026/4/4 م تاريخ القبول 2026/5/11 م

المخلص:

حظي توظيف البودكاست باهتمام متزايد في الأدبيات التربوية الحديثة باعتباره أداة تعليمية فعّالة في تنمية مهارات الاستماع في سياق تعليم اللغة الإنجليزية كلغة أجنبية. هدفت هذه الدراسة إلى استقصاء تصورات طلبة المرحلة الجامعية الدارسين للغة الإنجليزية حول استخدام البودكاست في تنمية مهارة الاستماع في كلية جنزور بمدينة طرابلس، ليبيا. واعتمدت الدراسة المنهج الكمي، حيث تم استخدام استبانة منظمة مكونة من (15) فقرة وفق مقياس ليكرت الخماسي، استندت إلى أطر استراتيجيات الاستماع المعرفية، وما فوق المعرفية، والاجتماعية-الوجدانية. وتكونت عينة الدراسة من (45) طالبًا وطالبة من مختلف السنوات الدراسية بقسم اللغة الإنجليزية. جُمعت البيانات إلكترونيًا باستخدام نماذج Google Form، وتم تحليلها بالاعتماد على الأساليب الإحصائية الوصفية، والمتمثلة في التكرارات والنسب المئوية. وأظهرت نتائج الدراسة أن الطلبة يمتلكون تصورات إيجابية عامة تجاه فاعلية البودكاست في تنمية مهارات الاستماع. كما بيّنت النتائج أن البودكاست يسهم في دعم استخدام الاستراتيجيات المعرفية وما فوق المعرفية، وتعزيز دافعية المتعلمين وثقتهم بأنفسهم، فضلًا عن توفير مدخلات استماع أصيلة. ومع ذلك، أشارت النتائج إلى أن أثر البودكاست في خفض قلق الاستماع كان متوسطًا نسبيًا. وخلصت الدراسة إلى أن

EFL Students' Perceptions of Using Podcasts to Enhance Listening Skills at the Undergraduate Level

البودكاست يُعد موردًا تعليميًا داعمًا وفعالًا في تدريس مهارة الاستماع في سياق تعليم اللغة الإنجليزية كلغة أجنبية، وأوصت بضرورة دمجها بصورة منهجية وموجهة في مناهج المرحلة الجامعية بما يساهم في تحسين مخرجات التعلم.

EFL Students' Perceptions of Using Podcasts to Enhance Listening Skills at the Undergraduate Level

Asma Ali Al Margani Gnan

Assistant Lecturer at the College of Languages, Al-Aziziya

asmaganan733@gmail.com

Abstract

The integration of podcasts has attracted growing scholarly attention as a pedagogical tool for enhancing listening skills in the English as a Foreign Language (EFL) context. This study examined undergraduate EFL students' perceptions of using podcasts to enhance listening skills at the College of Janzour in Tripoli, Libya. A quantitative research design was employed, utilising a structured questionnaire comprising 15 Likert-scale items grounded in cognitive, metacognitive, and socio-affective listening strategy frameworks. The study involved 45 undergraduate students from various academic years enrolled in the English department. Data were collected electronically via Google Forms and analysed using descriptive statistical measures, including frequencies and percentages. The results indicated that participants held generally positive perceptions regarding the effectiveness of podcasts in developing listening skills. In particular, podcasts were perceived as facilitating the use of cognitive and metacognitive strategies, enhancing learner motivation and confidence, and providing authentic listening input. However, the findings suggested a comparatively moderate effect on reducing listening anxiety. The study concludes that podcasts constitute an effective supplementary resource for EFL listening instruction and recommends their systematic and guided integration into undergraduate EFL curricula to enhance learning outcomes.

KEYWORDS: Podcasts, learner perceptions, listening skills, undergraduate students, EFL learners.

1. Introduction

In Libya, English is taught as a foreign language from primary school through university. In today's globalised world, English proficiency is essential for academic success and professional development. Among the four language skills, listening plays a pivotal role in communication and comprehension. However, many EFL learners struggle to develop listening skills due to limited exposure to effective, authentic listening materials in classroom settings. As a result, students often face challenges such as fast speech, unfamiliar accents, and complex or unfamiliar vocabulary (Bingol et al., 2014). Traditional listening instruction often relies on repetitive or simplified audio materials that fail to reflect real-life communication, which may limit learners' ability to cope with authentic listening situations.

To address these challenges, various innovative teaching strategies and technological tools have been introduced into language education. Hayati and Suryaman (2021) emphasised that technology has consistently played a significant role in the teaching and learning process. In this regard, podcasts have emerged as a valuable pedagogical resource that can effectively support both teachers and learners in the English language learning process, particularly in the development of listening skills (Abdulrahman et al., 2018). Podcasts provide learners with increased exposure to authentic language use and opportunities to engage with listening materials beyond the constraints of the classroom.

One of the authentic resources used in teaching listening is podcasts. The term *podcast* emerged around 2004–2005 to describe internet-based audio publishing or audio blogging. Podcasts are an innovative form of digital technology consisting of a series of audio and video recordings that can be downloaded and played on computers or mobile devices (Rosell-Aguilar, 2015; Hasan & Hoon, 2013). The word *podcast* is derived from the combination of *iPod* and *broadcast*, reflecting its original association with Apple's iPod and its function as a broadcasting medium (Abdulrahman et al., 2018). According to the *Oxford Advanced Learner's Dictionary* (2007), podcasts are digital media files distributed online, typically through RSS

feeds, allowing users to subscribe and automatically download new episodes (Lafferty & Walch, 2006). With podcast applications such as iTunes, learners can easily access a wide range of content without repeatedly checking individual websites (Hasan & Hoon, 2013). Podcasts are available in various forms, including radio programs, television broadcasts, educational lectures, and classroom-based materials. Many existing programs, such as those produced by Voice of America (VOA), have been adapted into podcast formats for educational purposes (Hasan & Hoon, 2013).

The use of podcasts in educational settings has increased rapidly, with digital devices such as iPads and iPods being used in both teacher-centred and student-centred instructional approaches. Nevertheless, despite this growing adoption, podcast use remains limited in some EFL contexts (French, 2006). Man (2006) classified podcast producers into two main categories: radio podcasts and independent podcasts. Radio podcasts are existing radio programmes converted into podcast format, such as those produced by Radio Television Hong Kong (RTHK). In contrast, independent podcasts are web-based audio programmes created by individuals or organisations and distributed online (Namaziandost et al., 2017). These independent podcasts are commonly referred to as ELT podcasts and are considered particularly suitable for extensive listening practice (Stanley, 2006, as cited in Namaziandost et al., 2017).

Stanley (2006) further categorised ELT podcasts into three main types. The first type is authentic podcasts, originally produced for native speakers and generally more suitable for advanced learners, though some may be adapted for lower-level students. The second type is teacher-created podcasts, designed by teachers to meet learners' needs by providing listening materials aligned with instructional objectives. The third type is student-created podcasts, typically produced by learners with teacher guidance and aimed at promoting active engagement and language practice. Regarding the content of ELT podcasts, Man (2006) identified various formats, including complete lessons, vocabulary-focused episodes, idioms, dialogues, and podcasts accompanied by transcripts, all of which can support the development of listening comprehension.

In recent years, language teaching and learning methodologies have undergone significant changes, largely driven by advances in technology. The focus of language instruction has shifted from a predominantly teacher-centred approach to a more learner-centred one, with greater emphasis on communicative competence. Within this context, listening has become a crucial component of foreign language acquisition. Despite its importance, listening skills are often insufficiently supported in many EFL instructional settings, resulting in limited learner progress in this area.

Although several studies have demonstrated the effectiveness of podcasts in improving listening comprehension, limited research has explored undergraduate students' perceptions of using podcasts in listening classes. Understanding learners' perceptions is essential, as students' attitudes, beliefs, and motivation can significantly influence their engagement and learning outcomes. Therefore, this study aims to investigate undergraduate students' perceptions of using podcasts to enhance listening skills, with particular focus on their attitudes, perceived usefulness, and engagement with podcast-based listening activities.

1.1 Research Question

1. What are Undergraduate EFL Students' Perceptions of Using Podcasts to Enhance Listening Skills?

2. Literature Review

2.1 Theoretical background

Listening is a receptive skill and a dynamic source of input in language acquisition (Widhiasih, 2019). Effective listening instruction requires authentic materials, and podcasts have been recognised as one such resource (Bakla, 2018). Using appropriate methods, including technology-based materials, is one of the best ways to enhance students' listening comprehension skills (Widhiasih, 2019).

2.2 Listening Skills and Strategies

Celce-Murcia et al. (2013) highlighted that language learners who actively listen employ a variety of methods and techniques to regulate and guide their listening process in accordance with their communication objectives. According to Buck (2001), different skills and strategies are essential for comprehending both explicit and implicit meanings.

Vandergrift and Goh (2011) proposed six fundamental skills that are crucial to the listening process as a guide for teachers when creating listening tasks:

1. listening for details and finding precise information that is significant to the listening objectives, such as key terms, figures, names, dates, and locations.
2. listening selectively by paying attention to certain sections of the listening text and skipping information that is irrelevant to the listening aims.
3. listening for overall understanding of the main idea, theme, topic, and purpose.
4. listening for main concepts such as those that support an argument or provide instructions.
5. Paying attention while drawing conclusions and using a variety of resources, which include prior knowledge and visual clues to make up any information that is absent, confusing or imprecise in the listening text.
6. listening and predicting using clues from the context.

Besides, listening strategies are methods of listening that are prepared for and consciously used to enhance comprehension and communication as well as to overcome listening challenges (Celce- Murcia et al., 2013).

2.2.1 Cognitive Strategy

Cognitive strategies involve understanding and processing verbal input (Bingol et al., 2014). For example, learners may guess the meaning of unknown words from context, summarise information, or repeat material to enhance memory (Abdalhamid, 2012; Bingol et al., 2014). These strategies can be applied when listening to podcasts: learners can pause, rewind, or replay segments to decode meaning and reinforce learning. Bottom-up strategies (focusing on words and sounds) and top-down strategies (predicting, visualising, and speculating) are both employed while engaging with podcasts, with advanced learners tending to use more top-down approaches (Tsui & Fullilove, 1998; Abdalhamid, 2012).

2.2.2 Metacognitive Strategy

Metacognitive strategies enable learners to plan, monitor, and evaluate their listening processes (Celce-Murcia et al., 2013). For example, learners may decide in advance how many times to listen to an audio text, focus on specific sections, or evaluate their level of comprehension after listening. Podcasts

effectively support the use of these strategies, as they allow learners to control the listening pace, replay audio segments, and monitor their understanding across multiple listening sessions. Research suggests that learners who employ metacognitive strategies acquire knowledge more efficiently and develop greater confidence, which positively influences their listening performance (Wenden, 1998; Celce-Murcia et al., 2013).

Metacognitive strategies are divided into two components: knowledge of cognition, which refers to learners' awareness of their listening processes, and regulation of cognition, which involves planning and selecting appropriate actions to enhance listening comprehension (Abdalhamid, 2012; Gilakjani & Sabouri, 2016). Empirical studies have also shown that a key difference between proficient and less proficient listeners lies in their effective use of metacognitive strategies, highlighting their crucial role in successful second-language listening (Celce-Murcia et al., 2013; O'Malley & Chamot, 1990).

2.2.3 Socio-Affective Strategy

Socio-affective strategies involve using social interaction and emotional regulation to support listening (Bingol et al., 2014). Learners can collaborate, ask for help, or reduce anxiety during listening activities (Abdalhamid, 2012). Podcasts encourage socio-affective strategy use by providing a low-pressure environment to practice listening independently, reducing anxiety, and increasing motivation. Students can listen at their own pace, engage with materials that interest them, and feel confident participating in class discussions.

By integrating cognitive, metacognitive, and socio-affective strategies, podcasts provide learners with opportunities to improve comprehension, self-regulate their learning, and engage in listening with confidence. This theoretical foundation supports the study's investigation of undergraduate students' perceptions of using podcasts to enhance listening skills.

2.3 Empirical Studies

Various scholars have investigated the value of podcasts on improving students' English language proficiency (Hasan & Hoon, 2013; Bakla, 2018; Abdulrahman et al., 2018). Studies on the pedagogy of podcasts have revealed that learners can considerably benefit from them as they build their various English language skills. Podcasts are a valuable learning tool for developing

a range of language skills, including grammar, pronunciation, vocabulary, speaking, and listening. It is regarded as an effective teaching tool for a variety of topics, including the history and culture of the regions where the target language is spoken. Results indicated that language learners were interested in incorporating podcast technology into their language learning procedures and had a good attitude towards using it (Hasan & Hoon, 2013).

A study by Bakla (2018) focused on eight intermediate EFL learners in the English Department of Cumhuriyet University, Türkiye. These learners participated in a qualitative case study over one academic year to examine the impact of podcasts on their listening, speaking, and pronunciation skills. The findings indicated that listening to podcasts provided learners with meaningful input and suggested that listening to podcasts outside the classroom could serve as intellectual nourishment for class discussions. In this study, the researcher considered the implications of persuading students to step outside their comfort zones by altering their study habits, as well as what it meant for them to participate in a lesson that was fundamentally different from traditional classroom settings.

Furthermore, investigations on podcasts were also conducted by Abdulrahman et al. (2018) on 60 high school students at SMA Angkasa 2 in the academic year of 2017/2018 in Indonesia. The study used a quasi-experimental technique to discover the development of students' listening comprehension skills using podcasts in an EFL classroom. Participants were divided equally into experimental and control groups. The instruments used in this study were objective tests, lesson plans, and survey questionnaires. The results revealed that there is a significant difference in post- test scores between both experimental and control groups, supporting the experimental group. Data analysis using one-way ANOVA showed a significant value, which indicates that podcasts have a significant impact on students' listening comprehension. Furthermore, the outcome of the questionnaire indicated that students had a positive attitude towards the use of podcasts.

Giordano (2017) examined the utilisation of student-produced podcasts in an inclusive listening programme in oral communication classes at a university in western Japan. 189 university students studying at the primary and intermediate levels took part. They had to prepare a 5-minute conversation

with a partner on paper, practice it, and record it. All students had access to podcasts and transcripts that were posted to a blog, creating a student-generated database of listening activities. A 14-item Likert-scale questionnaire and five open-ended questions with 130 responses each constituted the data collection procedure. Although some students did not enjoy making the podcast episodes for various reasons, they recognised the project's instructional value and thought podcasts could be a useful language-learning tool.

Although previous studies have demonstrated the effectiveness of podcasts in enhancing listening skills and learners' positive attitudes toward their use, most research has focused on achievement rather than learners' perceptions, particularly at the undergraduate level in EFL contexts such as Libya. Therefore, the present study seeks to fill this gap by exploring undergraduate EFL students' perceptions of using podcasts to enhance listening skills.

3. Method

3.1 Research design

This study adopted a quantitative research design using a survey to investigate undergraduate EFL students' perception of using podcasts in enhancing listening skills. Data were collected through a structured questionnaire comprising Likert-scale items measuring students' perceptions and self-reported use of podcasts. The questionnaire was administered online via Google Forms, enabling efficient data collection and accessibility. Descriptive statistics, including frequencies, percentages, and means, were used to summarise the questionnaire responses and determine the overall level of students' perception of utilising podcasts to enhance listening.

3.2 Research Sample

The participants of this study were 45 undergraduate students from the English department at the College of Janzour, Tripoli, Libya. The research sample included students from the first, second, third and fourth academic years, representing different stages of undergraduate English study. Both male and female students took part in this study.

Regarding gender distribution, 40 participants were female (88.9%), and 5 were male (11.1%). Participants were selected using voluntary response sampling, as the questionnaire was distributed online and completed by

students who agreed to participate. All participants were informed of the study's purpose and assured that their responses would remain confidential and be used solely for academic research.

3.3 Instrumentation

Data for this study were gathered through a self-administered questionnaire during the winter semester of 2026. The questionnaire used in this study was designed based on the theoretical background of listening strategies (cognitive, metacognitive, and socio-affective) and prior empirical studies on podcasts in EFL contexts (e.g., Hasan & Hoon, 2013; Abdulrahman et al., 2018; Giordano, 2017). It consisted of 15 items designed to measure undergraduate students' perceptions of using podcasts to enhance listening skills. This adaptation ensured a strong theoretical grounding and content relevance. These items were further refined to suit the Libyan undergraduate EFL context. All questionnaire items were measured on a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree to capture students' attitudes, perceived usefulness, and engagement with podcasts. The questionnaire was reviewed for content validity and clarity before distribution.

3.4 Data Collection

The questionnaire was distributed to the participants via Messenger and WhatsApp by sharing a Google Forms link. The respondents were given sufficient time to complete the questionnaire at their convenience. An online data collection method was selected to ensure efficiency, ease of access, and reliability in gathering responses from undergraduate EFL students. The collected data were analysed using descriptive statistics, specifically frequencies and percentages, to summarise participants' responses and examine their perceptions of using podcasts to enhance listening comprehension.

Regarding the distribution of participants across academic years, the majority of the respondents were senior students. Specifically, 25 students (55.6%) were fourth-year students, followed by 18 students (40%) from the third year. In addition, one participant (2.2%) was from the second year, and one participant (2.2%) was from the first year.

In terms of podcast listening frequency outside the classroom, 26 participants reported that they sometimes listen to podcasts, while 12 participants indicated that they rarely listen. 5 students stated that they never listen to podcasts, whereas only 2 participants reported that they always listen to podcasts.

4. Results

4.1 Analysis of Questionnaire

This section presents the analysis of the questionnaire data, which aimed to discover undergraduate EFL students' perceptions of using podcasts to enhance listening comprehension. The questionnaire consisted of 15 items measured on a five-point Likert scale ranging from strongly agree to strongly disagree. The findings are discussed according to the main listening strategy categories: cognitive, metacognitive, socio-affective strategies, and general perceptions of podcast use, as illustrated in Table 1.

4.1.1 Cognitive Strategies (Items 1–4)

Overall, the results indicate a strong positive perception of podcasts in supporting cognitive listening strategies. For Item 1, which examined understanding words and phrases in context, 68.9% of the respondents agreed or strongly agreed, suggesting that podcasts help learners process lexical meaning within authentic contexts. Item 2 showed that 71.1% of students agreed or strongly agreed that podcasts improve their ability to guess the meaning of unknown words, highlighting the role of podcasts in facilitating inferencing skills.

Regarding attention to details, Item 3, 64.4% of the participants expressed agreement, indicating that podcasts help learners focus on key information such as names, numbers, and terms. The strongest result within this category appeared in Item 4, where 82.2% of respondents agreed or strongly agreed that podcasts improve their ability to understand different English accents. This finding reflects the value of podcasts as an authentic listening resource that exposes learners to diverse pronunciation patterns and speech varieties.

4.1.2 Metacognitive Strategies (Items 5–7)

The findings also reveal that podcasts effectively support learners' metacognitive strategy use. For Item 5, 73.4% of the respondents agreed or strongly agreed that podcasts help them control their learning through

repeated listening, indicating increased learner autonomy and self-paced learning.

Similarly, in Item 6, 73.3% of students reported positive agreement that podcasts enable them to plan and apply listening strategies such as pausing and repetition, suggesting that podcasts promote strategic listening behaviour. In Item 7, 68.9% of participants agreed or strongly agreed that podcasts increased their awareness of their listening strengths and weaknesses. Collectively, these results indicate that podcasts play a significant role in fostering learners' ability to monitor and evaluate their listening performance.

4.1.3 Socio-Affective Strategies (Items 8–11)

The findings related to socio-affective strategies present a more mixed pattern. For Item 8, which addressed anxiety reduction, 51.1% of participants selected the neutral response, while 31.1% agreed or strongly agreed. This suggests that although podcasts may reduce listening anxiety for some learners, their impact in this area is not consistent across all participants.

In contrast, items related to motivation and confidence showed stronger positive responses. For Item 9, 80.0% of respondents agreed or strongly agreed that podcasts motivate them to improve their English listening skills. Likewise, 62.2% of students in Item 10 reported that podcasts encourage more active participation in classroom activities. Additionally, 80.0% of participants in Item 11 agreed or strongly agreed that podcasts increased their confidence in listening to English independently. These findings suggest that podcasts positively influence learners' motivation and self-confidence.

4.1.4 General Perceptions of Podcasts (Items 12–15)

Overall perceptions of podcast use were predominantly positive. For Item 12, 75.6% of respondents viewed podcasts as a source of authentic and meaningful listening input. Similarly, 84.5% of students in Item 13 agreed or strongly agreed that podcasts are helpful for learning English vocabulary.

Regarding overall listening comprehension (Item 14), 84.5% of participants reported positive agreement, confirming that podcasts are perceived as an effective tool for improving listening skills. Finally, Item 15 revealed that 55.6% of students agreed or strongly agreed that they enjoy using podcasts, while 31.1% selected the neutral response. This indicates that although most learners hold favourable views toward podcasts, enjoyment levels may vary

EFL Students' Perceptions of Using Podcasts to Enhance Listening Skills at the Undergraduate Level

according to individual preferences and listening habits. In summary, the questionnaire results indicate that undergraduate EFL students generally hold positive perceptions toward the use of podcasts in enhancing listening comprehension. Podcasts were found to be particularly effective in supporting cognitive and metacognitive listening strategies, increasing motivation and confidence, and providing authentic listening input. However, their impact on reducing listening anxiety appears more moderate, suggesting the need for guided and supportive classroom implementation.

Table 1: Descriptive Statistics of Students' Responses to the Perception of Using Podcasts to Enhance Listening, Questionnaire (N = 45).

Item No.	Questionnaire Item	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1	Listening to podcasts helps me understand English words and phrases in context.	4.4	6.7	20.0	33.3	35.6
2	Podcasts improve my ability to guess the meaning of unknown words while listening.	4.4	4.4	20.0	31.1	40.0
3	Listening to podcasts helps me focus on details (e.g. key terms, names, numbers).	4.4	11.1	20.0	33.3	31.1
4	Listening to podcasts improves my ability to understand different English accents.	2.2	4.4	11.1	31.1	51.1
5	Podcasts help me control my learning because I can listen more than once to improve my understanding.	2.2	6.7	17.8	37.8	35.6
6	Podcasts help me plan and use strategies, such as pausing, repeating, or summarising while listening.	4.4	6.7	15.6	33.3	40.0
7	Using podcasts makes me more aware of my listening strengths and weaknesses.	2.2	6.7	22.2	31.1	37.8
8	Podcasts help reduce my anxiety during listening activities.	6.7	11.1	51.1	17.8	13.3

EFL Students' Perceptions of Using Podcasts to Enhance Listening Skills at the Undergraduate Level

Item No.	Questionnaire Item	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
9	Podcasts motivate me to improve my English listening skills.	2.2	4.4	13.3	33.3	46.7
10	Listening to podcasts motivates me to take a more active role in class activities.	4.4	8.9	24.4	33.3	28.9
11	Using podcasts helps me feel more confident when listening to English on my own.	2.2	4.4	13.3	35.6	44.4
12	Podcasts provide real and meaningful listening input.	2.2	4.4	17.8	35.6	40.0
13	Podcasts help me learn English vocabulary.	2.2	4.4	8.9	37.8	46.7
14	Podcasts improve my overall listening comprehension.	2.2	4.4	8.9	35.6	48.9
15	I enjoy using podcasts as part of my listening learning activities.	4.4	8.9	31.1	28.9	26.7

4.2 Discussion

The findings of this study reveal that undergraduate EFL students at the Faculty of Janzour generally hold positive perceptions toward the use of podcasts in enhancing listening skills. The results indicate that podcasts are particularly effective in supporting cognitive and metacognitive listening strategies, such as understanding vocabulary in context, inferring meaning, focusing on key details, and regulating listening through pausing and repetition. These findings are consistent with previous research, which highlights podcasts as effective tools for promoting learner autonomy and active engagement with authentic listening materials (Hasan & Hoon, 2013; Abdulrahman et al., 2018).

In terms of metacognitive strategy use, the high levels of agreement suggest that podcasts encourage learners to take control of their listening process by planning, monitoring, and evaluating their comprehension. This supports earlier studies that emphasise the role of technology-based resources in fostering self-directed learning and strategic listening behaviour (Celce-Murcia et al., 2013; Wenden, 1998).

The results regarding socio-affective strategies show a more varied pattern. While podcasts were found to enhance learners' motivation and confidence, their role in reducing listening anxiety was less evident, as many participants reported neutral responses. This finding suggests that although podcasts provide a flexible, low-pressure environment for independent listening, reducing anxiety may require additional instructional support and classroom guidance. Similar observations were reported by Bakla (2018) and Giordano (2017), who noted that learners' emotional responses to podcast use can vary depending on individual differences and instructional design.

Overall, students expressed strong agreement that podcasts provide authentic and meaningful listening input, contribute to vocabulary development, and improve overall listening comprehension. Exposure to different English accents and real-life language use was particularly valued, reinforcing the importance of authentic materials in EFL listening instruction (Rosell-Aguilar, 2015; Stanley, 2006). These findings confirm the pedagogical potential of podcasts as an effective supplementary tool in EFL listening classrooms.

4.3 Conclusion

This study examined undergraduate EFL students' perceptions of utilising podcasts to enhance listening skills at the College of Janzour, Tripoli. The results indicate that students generally have positive attitudes toward podcasts, recognising them as effective tools for improving listening comprehension, vocabulary acquisition, and exposure to authentic English input. Podcasts were found to be particularly beneficial in supporting cognitive and metacognitive listening strategies, while their impact on socio-affective strategies, especially anxiety reduction, was less consistent.

The results suggest that integrating podcasts into EFL listening instruction can promote learner autonomy, motivation, and confidence by allowing students to engage with authentic listening materials both inside and outside the classroom. However, the study also highlights the importance of guided pedagogical implementation to ensure that all learners benefit equally from podcast-based activities. Overall, podcasts represent a valuable instructional resource that can complement traditional listening instruction in undergraduate EFL contexts.

4.4 Pedagogical Recommendations

Based on the findings of this study, several pedagogical recommendations are proposed. First, EFL instructors are encouraged to integrate podcasts systematically into listening courses, rather than using them only as supplementary materials. Regular exposure to podcast-based listening activities can enhance students' ability to comprehend authentic spoken English and cope with real-life listening situations. Second, teachers should provide explicit instruction in listening strategies when using podcasts. Guiding students on how to apply cognitive strategies (e.g., guessing meaning from context, focusing on key details), metacognitive strategies (e.g., planning, monitoring, and evaluating listening), and socio-affective strategies (e.g., reducing anxiety and increasing motivation) can maximise the instructional benefits of podcast use. Additionally, podcast listening activities should be combined with interactive classroom tasks, such as discussions, summaries, note-taking exercises, and reflective listening journals. These activities promote active engagement, reinforce comprehension, and support learner autonomy. Finally, encouraging students to use podcasts for independent listening practice outside the classroom can further expand learning opportunities and support ongoing listening development.

4.5 Limitations and Suggestions for Future Research

This study has several limitations that should be acknowledged. First, the relatively small sample size and the focus on a single institution limit the generalisability of the findings. Second, the study relied on self-reported data, which reflect students' perceptions rather than actual listening performance. In addition, the uneven distribution of participants across academic years may have influenced the results.

Future research is recommended to involve larger and more diverse samples across different EFL contexts. Employing mixed-methods or experimental designs could provide deeper insights into both learners' experiences and the actual effects of podcasts on listening development. Further studies may also examine the impact of different podcast types, tasks, and instructional approaches on EFL listening skills.

References

- Abdalhamid, F. (2012). *Listening comprehension strategies of Arabic-speaking ESL learners* (Master's thesis, University of Colorado). Mountain Scholar. <https://mountainscholar.org/items/06b92a16-37e8-44ff-9947-6e73a4a5e095>
- Abdulrahman, T. R., Basalama, N., & Widodo, M. R. (2018). The impact of podcasts on EFL students' listening comprehension. *International Journal of English Linguistics*, 8(6), 23–33. <https://doi.org/10.5539/ijel.v8n6p122>
- Bakla, A. (2018). Can podcasts provide meaningful input in a listening and pronunciation class? *Journal of Theoretical Educational Science*, 11(4), 772–788. <https://doi.org/10.30831/akukeg.382174>
- Bingol, M. A., Celik, B., Yildiz, N., & Mart, C. T. (2014). Listening comprehension difficulties encountered by students in second language learning classes. *Journal of Educational and Instructional Studies in the World*, 4(4), 1–6.
- Buck, G. (2001). *Assessing listening*. Cambridge University Press.
- Celce-Murcia, M., Brinton, D. M., Snow, M. A., & Bohlke, D. (2013). *Teaching English as a second or foreign language* (4th ed.). Heinle ELT.
- French, D. P. (2006). iPods: Informative or invasive? *Journal of College Science Teaching*, 36(1), 58–59.
- Gilakjani, P. A., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching*, 9(6), 123–133. <https://doi.org/10.5539/elt.v9n6p123>
- Giordano, M. J. (2017). Extensive listening using student-generated podcasts. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language education* (pp. 1–15). JALT.
- Hasan, M., & Hoon, T. B. (2013). Podcast applications in language learning: A review of recent studies. *English Language Teaching*, 6(2), 128–135. <https://doi.org/10.5539/elt.v6n2p128>
- Hayati, H. A., & Suryaman, M. (2021). Students' perception of utilising podcasts to learn English listening skill. *EDUVELOP: Journal of English Education and Development*, 5(1). <https://doi.org/10.31605/eduvelop.v5i1.1079>
- Lafferty, M., & Walch, R. (2006). *Tricks of the podcasting masters* (1st ed.). Que Publishing.
- Man, P. M. (2006). Developing students' listening and speaking skills through ELT podcasts. *Chinese University Education Journal*, 34(2), 115–134.

EFL Students' Perceptions of Using Podcasts to Enhance Listening Skills at the Undergraduate Level

- Namaziandost, I., Bohloulzadeh, G., & Rahmatollahi, R. (2017). The effects of using podcasts on listening comprehension among Iranian pre-intermediate EFL learners. *International Journal of Applied Linguistics & English Literature*, 6(6), 57–70. <https://doi.org/10.7575/aiac.ijalel.v.6n.6p.57>
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524490>
- Rosell-Aguilar, F. (2015). Podcasting as a mobile learning technology: A study of iTunes U learners. *International Journal of Mobile and Blended Learning*, 7(1), 41–60. <https://doi.org/10.4018/IJMBL.2015010104>
- Stanley, G. (2006). Podcasting: Audio on the internet comes of age. *TESL-EJ*, 9(4), 1–7.
- Tsui, A. B. M., & Fullilove, J. (1998). Bottom-up or top-down processing as a discriminator of L2 listening performance. *Applied Linguistics*, 19(4), 432–451. <https://doi.org/10.1093/applin/19.4.432>
- Vandergrift, L., & Goh, C. (2011). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Wenden, A. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515–537. <https://doi.org/10.1093/applin/19.4.515>
- Widhiasih, L. K. S. (2019). Dictogloss in improving listening comprehension. *Journal of English Language Education*, 2(1), 58–68. <https://doi.org/10.25078/YB.V2I1.1003>