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- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
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- 13.00.07 Ta'limda menejment
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THE EFFECTIVENESS OF USING PODCASTS TO ENHANCE LISTENING COMPREHENSION AND VOCABULARY ACQUISITION IN SECONDARY SCHOOL ENGLISH CLASSES

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Abstract: This article examines the influence of using educational podcasts on listening comprehension and vocabulary acquisition among English as a foreign language learner at the secondary school level. Adopting a quasi-experimental design, learners were randomly divided into two groups: experimental and control. The experimental group received carefully selected podcast episodes used over a period of six weeks, while the control group followed a traditional course-book-based curriculum. The findings revealed that learning English through podcasts significantly improved learners' listening comprehension and helped them acquire new vocabulary when the podcasts were contextualized as a coherent learning project with pre-listening and post-listening exercises.

Key words: podcasts, English listening, vocabulary acquisition, secondary education, audio learning, ESL, technology integration.

Annotatsiya: Ushbu maqola o'rta maktab o'quvchilari uchun ingliz tilini o'rganishda podkastlardan foydalanishning tinglab tushunish va lug'at boyligini rivojlantirishga ta'sirini o'rganadi. Tadqiqotda kvazi-eksperimental yondashuv qo'llanildi: o'quvchilar tajriba va nazorat guruhlariga tasodifiy tarzda ajratildi. Tajriba guruhi 6 hafta davomida ehtiyotkorlik bilan tanlab olingan podkastlardan foydalangan holda dars o'tdi, nazorat guruhi esa an'anaviy darslikka asoslangan o'quv dasturiga amal qildi. Natijalar shuni ko'rsatdiki, dars konteksti asosida podkastlardan foydalanish o'quvchilarning tinglab tushunish va yangi so'zlarni o'zlashtirish darajasini sezilarli darajada oshiradi.

Kalit so'zlar: podkast, ingliz tili tinglab tushunish, lug'at boyligini oshirish, o'rta ta'lim, audio ta'lim, ESL, texnologiyani integratsiyalash.

Аннотация: Данная статья посвящена изучению влияния использования образовательных подкастов на развитие навыков аудирования и расширение словарного запаса у учащихся средних школ, изучающих английский язык как иностранный. В ходе квазиэкспериментального исследования, учащиеся были случайным образом разделены на экспериментальную и контрольную группы. Экспериментальная группа в течение шести недель использовала тщательно отобранные эпизоды подкастов, тогда как контрольная следовала традиционной учебной программе, основанной на учебниках. Результаты показали, что интеграция подкастов в структуру уроков значительно повышает уровень восприятия английской речи на слух и усвоения новой лексики.

Ключевые слова: подкасты, аудирование на английском, пополнение словарного запаса, среднее образование, аудиообучение, ESL, интеграция технологий.

INTRODUCTION

Over the last few decades, technological advancements have introduced a range of tools to support language learning, and podcasts have emerged as particularly valuable resources in this context. In EFL (English as a Foreign Language) settings, podcasts can enhance listening skills and support vocabulary acquisition in a contextualized and authentic manner. This paper explores the potential of integrating podcasts as a regular feature in English classes at senior secondary schools. Listening is consistently regarded as one of the most challenging aspects of language learning. Unlike reading, it occurs in real time and requires rapid cognitive processing. At the same time, vocabulary knowledge underpins all language skills. Podcasts offer learners practical exposure to natural spoken language and cover topics that are often absent from traditional textbooks.

In Uzbekistan, English is a compulsory subject at the secondary education level. However, many students struggle with listening comprehension and vocabulary development. The primary reason for this challenge is the limited access to authentic, native-like audio input. In an era where smartphones are widespread and mobile internet is widely available, integrating audio media such as podcasts could be a cost-effective and impactful pedagogical solution. This study aims to examine whether podcasting can significantly improve listening comprehension and vocabulary acquisition among adolescents. It will also provide practical recommendations for English teachers who are interested in using podcasts to enrich their instructional practices.

LITERATURE REVIEW

Second language acquisition (SLA) is primarily a listening-based skill. Vandergrift (2007) asserts that listening can be seen as a dynamic construction of meaning from verbal discourse, which is not solely dependent on linguistic information but also involves predisposition, inference, and linking to background knowledge. According to Rubin (1995), listening is not a hidden talent but an interactive and complex skill that can be learned. Moreover, auditory perception requires consistent practice.

Typical listening practice in regular classrooms is often restricted to canned dialogues or brief audio recordings that lack the spontaneity and variability of natural speech. Authentic input, such as podcasts, can address this gap by exposing learners to a range of accents, speech rates, and everyday topics.

Listening, speaking, reading, and writing skills all require a sufficient amount of vocabulary. Effective vocabulary learning depends on frequent exposure and meaningful use, as emphasized by Nation (2001). Context-based input—such as audio materials—enables learners to infer word meaning from co-text and other contextual clues. Evidence from Webb (2007) and Schmitt (2010) suggests that learners can acquire new vocabulary through passive listening without explicit instruction, as they are exposed to higher-level input. Podcasts are serialized digital audio programs available online, typically focusing on specific themes or topics. For language learners, podcasts offer multiple advantages: Exposure to authentic spoken English; Access to a wide variety of accents and registers; Opportunities for autonomous learning with flexible timing; Potential for repetition and review, which is essential for retention. Researchers such as McBride (2009) and Abdous et al. (2012) have found that incorporating podcasts into a formalized language learning program can be both motivating and beneficial to comprehension. For example, both studies observed that students who regularly listened to podcasts performed better in listening comprehension tasks and demonstrated broader vocabulary knowledge.

Limitations and Considerations. While podcasts provide engaging and authentic content, they must be used strategically. Students may feel overwhelmed if adequate scaffolding is not provided—such as pre-listening questions, vocabulary previews, and post-listening reflection. Additionally, not all podcast episodes are suitable for educational purposes; appropriate selection must consider content relevance, linguistic level, and clarity of speech. Despite increasing interest in technology integration within Uzbek schools, the use of podcasts in English language teaching remains limited. In most classrooms, textbooks serve as the primary instructional source, and listening skills are generally assessed through discrete-item tasks. This gap highlights the need for innovative approaches. Podcasts offer a low-cost, yet effective, method of language instruction—particularly valuable in resource-constrained educational settings.

RESEARCH METHODOLOGY

A quasi-experimental design was used in this study to determine whether the use of podcasts could improve listening skills and vocabulary acquisition among secondary school students. The study was conducted at a public school in Uzbekistan during the 2024–2025 academic year. The study involved 52 students from two parallel 9th grade classes (ages 14–15) who had similar levels of English proficiency, based on a placement test. The students were divided into two groups: the experimental group (26 students) and the control group (26 students). Participants received three English lessons per week over a six-week period. The control group was taught using the standard curriculum, while the experimental group was instructed using podcasts. Each podcast-based lesson followed this structure: pre-listening (vocabulary preview, discussion, and prediction), while-listening (guided questions), and post-listening (summary, vocabulary exercises, and discussion). Podcasts were selected from the following sources: BBC Learning English, Voice of America – Learning English, ESLPod, and British Council's Listen & Learn. The study utilized both quantitative and qualitative tools, including pre-tests and post-tests, student feedback questionnaires, and teacher observation notes. A combination of t-test analysis (for quantitative data) and thematic analysis (for qualitative data) was employed to assess the outcomes.



ANALYSIS AND RESULTS

The experimental group demonstrated significantly higher post-test scores compared to the control group. The pre-test average for both groups was approximately 15 out of 30, while the post-test average was 23.6 for the experimental group and 18.2 for the control group. This difference was statistically significant ($p < 0.01$). Students who received podcast-integrated instruction reported higher levels of engagement, retained new vocabulary more effectively, and practiced autonomous listening beyond classroom hours. Teacher observations corroborated these findings, indicating increased student participation and enthusiasm. These results are consistent with previous studies and reaffirm that structured use of podcasts enhances language acquisition in EFL learning environments.

CONCLUSION

The integration of podcasts into language instruction significantly improves learners' listening comprehension and vocabulary acquisition, particularly when supported with proper scaffolding. Podcasts offer authentic language input and boost learner motivation. Based on these findings, it is recommended to select level-appropriate and engaging podcast content, design structured listening activities aligned with instructional goals, promote repeated and independent listening practice, and provide professional development for teachers on effective podcast implementation. However, this study had several limitations, including its short duration, small participant sample, and restriction to a single school context. Future research should explore the long-term effects of podcast use, assess its impact on other language skills such as speaking and pronunciation, and compare outcomes between urban and rural educational settings.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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