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PODCAST-MEDIATED LISTENING INSTRUCTION IN EFL CLASSROOMS: EVIDENCE FROM BBC LEARNING ENGLISH IN INDONESIA

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a b s t r a c t

This study aimed to investigate the effect of BBC Learning English podcasts on students' listening comprehension in English as a Foreign Language (EFL) classrooms. The research employed a quantitative approach using a quasi-experimental design involving an experimental class and a control class at one public junior high school in Cirebon during the 2025/2026 academic year. The participants were eighth-grade students categorized as intermediate EFL learners. The data were collected through pre-test and post-test listening comprehension tests to measure students' ability in understanding spoken English. The experimental class received listening instruction using BBC Learning English podcasts, while the control class was taught using conventional textbook-based listening materials. The findings showed that the mean score of the experimental class increased from 42.58 to 66.77, whereas the control class improved from 42.78 to 54.81. Furthermore, the independent samples t-test revealed a significance value of 0.007, which was lower than 0.05, indicating a significant difference between both groups. The study concludes that BBC Learning English podcasts had a positive and significant effect on students' listening comprehension. Therefore, BBC Learning English podcasts can be used as an effective
and meaningful listening learning resource for intermediate EFL students.

INTRODUCTION

Listening is a crucial ability when learning English, as it enables learners to comprehend spoken communication and reply appropriately. For those studying English as a Foreign Language (EFL), listening often serves as the primary means of receiving language input due to limited chances to practice English in everyday situations. Through engaging in listening exercises, students can acquire new words, improve their pronunciation, and learn phrases that aid in the enhancement of other language abilities. According to Richards (2022), listening is vital for helping learners develop their overall communication skills. This perspective is supported by Nation (2020), who highlights that listening offers learners essential language input that enhances their overall language growth. In a similar vein, Goh (2022) stresses that understanding spoken language is fundamental in assisting learners in making sense of spoken communication.

Nevertheless, mastering listening is often viewed as one of the toughest skills to achieve. Unlike reading, listening requires learners to take in information instantly while the speaker continues to talk. Students cannot easily rewind to revisit what they just heard. Consequently, many learners face challenges when they come across unfamiliar words, various accents, or fast speech. Goh (2000) points out that listening issues often arise because learners concentrate too much on single words, losing sight of the overall message. Field (2008) also identifies similar hurdles, noting that learners frequently find

it hard to process spoken language as they must recognize sounds, vocabulary, and meaning simultaneously in real-time. The listening challenges faced by EFL learners have been widely explored in prior research. Learners often have difficulty with unfamiliar vocabulary, the pace of speech, pronunciation differences, and limited chances to engage with authentic spoken English. These issues can hinder learners' ability to derive meaning during listening tasks (Gilakjani and Sabouri, 2016). Such difficulties remain evident in numerous Indonesian EFL classrooms. Students might grasp written texts relatively well but struggle when asked to understand spoken English. This issue may stem from a lack of exposure to genuine spoken language. Often, listening exercises depend heavily on recordings from textbooks created specifically for classroom purposes. While these resources are effective for teaching listening skills, they may not accurately represent how English is conversed naturally in everyday life. In similar Indonesian EFL settings, Waloyo (2024) has reported that students frequently face challenges when listening to authentic spoken English.

The demand for genuine listening resources has increasingly become a crucial topic in teaching English. Real materials offer students the chance to hear the language as it is genuinely spoken by native and skilled speakers. Gilmore (2022) states that being exposed to authentic language can assist learners in recognizing natural ways of communicating and enhance their comprehension of verbal interactions. When learners frequently encounter genuine input, they are more inclined to build confidence in navigating real-life conversations. Rahimi and Soleymani (2020) also found that true listening materials can positively impact students' understanding and boost their acquaintance with natural spoken English. These authentic listening resources can also foster greater assurance in learners when engaging with spoken language, as they present communication that mirrors actual language use (Ellis, 2020). Podcasts are a valuable resource that showcases real spoken language. In recent times, podcasts have gained significant traction in language education due to their easy availability and versatility for use both in and out of the classroom. Students have the ability to listen to podcast episodes multiple times, which enables them to learn at their own convenience. Moreover, podcasts cover a wide range of topics that could enhance students' interest and motivation during listening tasks. The rising popularity of podcasts is closely linked to advancements in digital learning technologies that allow learners more flexible access to language learning tools (Fitria, 2021).

Podcasts can also be viewed as part of technology-supported language learning, particularly within ComputerAssisted Language Learning (CALL). In this context, podcasts are not simply used as digital audio materials, but as a way of providing learners with spoken English that can be accessed and practiced through technology. Their use gives learners opportunities to listen to English beyond the limited listening activities available in the classroom. The learner-accessible nature of podcasts is also important because students can listen to the materials more than once and work with the spoken input at a pace that supports their understanding. Therefore, podcast-mediated learning can connect the use of digital technology with the development of listening skills through regular exposure to spoken English. Krashen’s (1985) Input Hypothesis provides another explanation of how podcast-based listening may support language development. The hypothesis proposes that learners develop their language when they receive comprehensible input that is understandable while also

containing some language slightly beyond their current level of competence. In listening activities, learners do not necessarily need to understand every word in order to gain meaning from the spoken message. Context, familiar vocabulary, and the topic of the recording can help learners understand the message while they are also exposed to new language. BBC Learning English podcasts may provide this type of input because the spoken materials contain real English while being presented with topics and language that are accessible to learners. In this way, podcasts can give students opportunities to encounter new vocabulary, expressions, and spoken language without separating them from meaningful communication.

Listening comprehension also involves the way learners process the information they hear. Anderson and Lynch (1988) explain that listening can involve both bottom up and top down processing. Bottom-up processing refers to understanding spoken language by working from smaller elements, such as sounds, words, and phrases, while top down processing involves using background knowledge, context, and expectations to understand the overall message. These two processes can work together when students listen to podcasts. For example, students may first recognize familiar words and expressions from the recording and then use the topic or context to understand information that is less familiar. This combination is important because listening comprehension does not depend only on recognizing individual words, but also on making sense of the message as a whole.

Prior research has demonstrated that podcasts can have a beneficial impact on building listening skills. Abdulrahman et al. (2018) reported that instruction through podcasts enhanced students' listening understanding and promoted increased participation in class discussions. Davydenko (2022) shared similar conclusions, noting the significant role of podcasts in delivering valuable exposure to authentic spoken English. These findings indicate that podcasts can serve as effective resources for enhancing listening instruction in EFL environments.

Among the numerous podcast platforms available, BBC Learning English stands out as one of the most utilized resources for those learning English. This platform offers educational podcasts that blend authentic spoken English with tailored learning assistance for language students. Learners encounter natural pronunciation, vocabulary, and phrases while receiving supportive explanations that facilitate their understanding of the material. Due to these features, BBC Learning English podcasts can provide essential help in enhancing listening comprehension.

Research related to BBC Learning English has yielded positive outcomes. Aini et al., (2023) shared that learners considered BBC Learning English a beneficial resource for enhancing their listening abilities. Additionally, Novita (2023) discovered that students who engaged with materials from BBC Learning English showed improved listening performance. More recent research, such as studies by Damayanti (2024) and Safitri & Najwa (2024), further suggests that learning through podcasts can enhance students' listening success and involvement during classroom sessions. While the advantages of podcasts have been extensively covered, there is still a lack of research focusing on junior high school students. Many earlier investigations concentrated on university-level students or their perceptions, rather than analyzing learning outcomes through experimental methods. Furthermore, studies that specifically look into the use of BBC Learning English podcasts within Indonesian junior high school contexts remain limited.

For this purpose, the current research examines how BBC Learning English podcasts influence the listening skills of eighth-grade pupils at a public junior high school in Cirebon. By contrasting the learning outcomes of students who utilized BBC Learning English podcasts with those who used traditional listening resources, this study aims to offer additional proof of the success of podcast-based teaching in enhancing students' listening abilities.

METHOD

This research utilized a quantitative method with a quasi-experimental design to explore how BBC Learning English podcasts influence students' listening skills. A quantitative method was chosen because the goal was to assess the connection between different variables and to see if the intervention had a notable impact on the students' listening performance. Creswell and Creswell (2022) explain that quantitative research allows for the gathering of numerical data, which can be statistically analyzed to evaluate hypotheses. The study implemented a non-equivalent control group design with pre-tests and post-tests, a common strategy when random assignment of participants to groups is not feasible (Ary et al., 2018). Such research frameworks are frequently used in educational studies to evaluate the success of teaching methods (Cohen et al., 2018).

The research took place in a public junior high school located in Cirebon during the 2025/2026 school year. Eighth-grade students learning English as a Foreign Language (EFL) participated in the study. Two existing classes were chosen for the sample. One class was designated as the experimental group, while the other acted as the control group. The selection of the sample was made through purposive sampling, targeting individuals who possessed specific characteristics pertinent to the study's aims (Etikan, 2021).

Data collection involved administering a listening comprehension test, conducted both as a pre-test and a post-test. The pre-test was given prior to the intervention to assess the students' baseline listening comprehension skills, while the post-test followed the intervention to evaluate their progress after the instructional activities were completed. The test comprised multiple-choice questions designed to measure students' capabilities in identifying main concepts, understanding specific details, contextual vocabulary recognition, and comprehension of spoken content. Brown and Abeywickrama (2020) assert that language assessments should effectively and consistently evaluate learners' performance. Additionally, Hughes (2003) highlights that a carefully constructed language test should reliably assess the particular language abilities targeted by the researcher. Prior to being delivered to the participants, the testing instrument was evaluated for its validity and reliability. Validity assessments were performed to confirm that the test accurately measured the intended concept, and reliability assessments were executed to analyze the consistency of the tool. These steps were deemed crucial to guarantee that the data obtained were suitable for addressing the research questions (Fraenkel et al., 2020).

The intervention took place during standard English classes. Students in the experimental group utilized BBC Learning English podcasts as their main resource for listening practice. Throughout the learning sessions, these students listened to podcasts

and participated in various listening exercises that involved identifying main ideas, finding specific information, understanding vocabulary within context, and answering comprehension questions. Conversely, students in the control group used traditional listening materials from textbooks that are typically used in classroom settings.

The gathered data was evaluated with IBM SPSS Statistics. Initially, descriptive statistics were employed to compute the average scores of both the pre-test and the post-test outcomes. Prior to testing the hypothesis, assessments of normality and homogeneity were carried out to verify if the data met the necessary assumptions for parametric testing. Ultimately, an independent samples t-test was conducted to assess if there was a notable difference in listening comprehension achievements between the experimental and control groups. The threshold for significance established in this research was set at 0. 05. If the significance value fell below 0. 05, the alternative hypothesis was accepted, showing that BBC Learning English podcasts significantly influenced students' listening skills (Creswell and Guetterman, 2024).

FINDINGS AND DISCUSSION

This study was conducted to examine the effect of BBC Learning English podcasts on the listening comprehension of eighth-grade EFL students. To answer the research question, students in both the experimental and control groups completed a pre-test before the treatment and a post-test after the instructional period. The comparison between the two tests was intended to identify the extent to which students' listening comprehension improved after participating in the learning activities.

The descriptive statistics revealed that both groups demonstrated higher listening achievement after the instructional process. However, the experimental group showed a considerably greater improvement than the control group. These findings suggest that the use of BBC Learning English podcasts was associated with greater gains in listening comprehension than conventional textbook-based listening materials.

Table 1. presents the mean scores obtained by both groups before and after the treatment.

Table 1. Pre-test and Post-test Mean Scores

Group	Pre-test Mean	Post-test Mean
Experimental Class	42.58	66.77
Control Class	42.78	54.81

As presented in Table 1, the experimental group improved from a mean score of 42.58 in the pre-test to 66.77 in the post-test, representing an increase of 24.19 points. Meanwhile, the control group increased from 42.78 to 54.81, with an improvement of 12.03 points. Although both groups showed better performance after the learning process, the experimental group achieved a larger improvement than the control group. This result indicates that the students who learned through BBC Learning English podcasts made greater progress in listening comprehension during the instructional period.

To determine whether the difference between the two groups was statistically significant, an independent samples *t*-test was performed. The analysis showed that the significance value was 0.007, which was lower than the predetermined significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was

accepted. These findings indicate that there was a statistically significant difference between students who learned using BBC Learning English podcasts and those who learned through conventional listening materials.

Table 2. Independent Samples T-Test Result

Test	Sig. (2-tailed)	Decision
Independent Samples T-Test	0.007	Significant

The statistical analysis demonstrates that the difference in listening comprehension between the two groups was statistically significant. The higher gain in the experimental group suggests that BBC Learning English podcasts may have provided learning conditions that supported listening development more effectively than the conventional materials used in the control group.

The stronger improvement in the experimental group can be understood from the way students processed the spoken input during the podcast activities. BBC Learning English provided students with spoken English that was presented in a relatively accessible context, while still exposing them to vocabulary, pronunciation, and expressions that they might not encounter in textbook recordings. This can be related to Krashen's (1985) Input Hypothesis, which suggests that language development can occur when learners receive comprehensible input that is slightly beyond their current level of competence (i+1). In this case, the podcasts may have given students opportunities to understand the main message while gradually becoming familiar with new language features.

The improvement can also be viewed from the way listeners process spoken language. In listening, students do not depend only on recognizing individual words or sounds. Richards (1983) explains that bottom-up processing involves building meaning from smaller units of spoken language, such as sounds, words, and grammatical forms, whereas top-down processing involves using background knowledge and contextual information to interpret what is heard. The podcast activities may have encouraged both processes because students had to recognize the language they heard while also using the topic and context to understand the overall message. This is consistent with Anderson and Lynch (1988), who view listening as an active process in which listeners combine linguistic information with their knowledge and expectations to construct meaning.

DISCUSSION

The results of this study show that the use of BBC Learning English podcasts in the classroom had a positive effect on students' listening comprehension. The students in the experimental group obtained a higher post-test mean score than those in the control group. Their mean score increased from 42.58 to 66.77, while the control group increased from 42.78 to 54.81. The independent samples *t*-test also showed a significance value of 0.007, which was lower than 0.05. This means that the difference between the two groups was statistically significant, and the students who learned through BBC Learning English podcasts showed greater improvement in their listening comprehension.

The higher improvement in the experimental group may be related to the way students processed the spoken language in the podcasts. During the treatment, they listened to English with different pronunciation, stress, intonation, and connected speech rather than only focusing on individual words. This can be related to bottom-up processing, where listeners work from smaller language units, such as sounds and words, to understand the meaning of a spoken

message (Richards, 1983). When students repeatedly heard words and expressions in the podcast, they had opportunities to recognize how those words sounded in actual speech. This may have made it easier for them to identify important information when listening to the recording. However, listening was not only about recognizing words. Students also needed to understand the topic and use the information around what they heard, which relates to top down processing (Anderson & Lynch, 1988). The topics discussed in the podcasts could help students connect the spoken information with their existing knowledge and the context of the discussion. In this way, the students could understand the message by combining what they heard with what they already knew.

the present findings are in line with Gilmore (2022), who explains that authentic materials give learners the opportunity to experience language as it is used outside the classroom. In this study, the students listened to spoken English through BBC Learning English podcasts, which exposed them to different pronunciation, speech patterns, and expressions. This kind of exposure can also be related to Krashen's (1985) Input Hypothesis, particularly the idea of compre-hensible input, where learners can develop their language when they are exposed to language that they can understand while still encountering some new language. The podcast materials gave students meaningful spoken English to work with, while the activities and explanations provided during the lessons helped them understand the content. Lynch (2020) also emphasizes the importance of continued exposure to spoken English in developing listening proficiency. Nation (2020) adds that listening develops gradually through repeated encounters with mean-ingful spoken input. In the present study, listening to the podcasts more than once gave students the chance to become more familiar with the pronunciation, vocabulary, and expressions used in the recordings. At the same time, students could check their understanding through the lis-tening activities provided during the lessons. This is also related to Vandergrift (2006), who highlights the importance of monitoring and evaluating one's understanding during listening. These factors may have helped the students understand the spoken messages more easily and contributed to the improvement found in the experimental group.

Another factor that may explain the positive outcome is the engaging nature of podcast-based instruction. During the treatment sessions, students completed a variety of listening activities using different podcast episodes, allowing them to focus not only on answering comprehension questions but also on understanding the overall meaning of each recording. This learning approach created a more interactive classroom atmosphere and encouraged students to pay closer attention to the listening texts. Compared with conventional listening lessons, podcast-based activities appeared to reduce students' boredom and increase their willingness to participate actively throughout the learning process. The effectiveness of BBC Learning English podcasts may also be attributed to the flexibility of podcast-based learning. Throughout the instructional process, students had repeated opportunities to listen to authentic audio materials, allowing them to become increasingly familiar with the content. Repeated listening supports the recognition of vocabulary, pronunciation patterns, and sentence structures, which are essential components of listening comprehension. When learners encounter unfamiliar expressions several times in meaningful contexts, they are more likely to infer their meanings and retain the information for future listening tasks. Consequently, continuous exposure to authentic podcasts may strengthen learners' ability to process spoken English more efficiently.

The findings of this study are consistent with previous investigations into the use of podcasts in EFL learning. Abdulrahman et al. (2018) reported that integrating podcasts into English instruction significantly enhanced students' listening comprehension

while also encouraging greater participation during classroom activities. Their study suggested that authentic audio resources motivated learners to engage more actively with listening tasks and improved their confidence in understanding spoken English. Similar patterns were observed in the present research, where students who learned through BBC Learning English podcasts demonstrated considerably greater progress than those who received conventional instruction. Comparable evidence was presented by Davydenko (2022), who found that BBC Learning English podcasts provide meaningful exposure to authentic spoken language and facilitate the development of listening skills. Regular interaction with podcast materials enables learners to recognize natural pronunciation, common expressions, and discourse patterns more effectively. The improvement achieved by the experimental group in this study supports these conclusions, indicating that authentic podcast materials can help learners understand spoken English more successfully.

The present findings also reinforce the conclusions of Partiwi (2022), who emphasized that podcast-assisted learning positively influences listening achievement because it provides authentic language input in meaningful contexts. Listening competence develops gradually through continuous practice, and authentic podcasts offer learners repeated opportunities to engage with natural spoken English. Therefore, the greater improvement observed among students in the experimental group may reflect the advantages of consistent exposure to authentic listening materials throughout the treatment period. Furthermore, the implementation of BBC Learning English podcasts appeared to influence students beyond their listening scores. During classroom activities, students showed greater enthusiasm and were more willing to participate in discussions and listening tasks. Because the podcast topics were closely related to everyday situations, learners seemed more interested in following the lessons and understanding the content. Increased engagement is likely to create a more positive learning atmosphere, enabling students to remain focused and actively involved during listening activities.

The positive learning outcomes identified in this study are further supported by several recent studies examining the use of podcasts in English language learning. Gunawan et al., (2023) reported that podcast-based instruction encouraged learners to become more interested in listening activities because the materials were perceived as relevant and engaging. Increased interest can lead to higher levels of concentration during classroom activities, allowing students to process spoken information more effectively. Similar classroom conditions were observed in the present study, where students appeared more enthusiastic and actively participated throughout the learning process.

A comparable conclusion was reached by Damayanti (2024), who found that integrating podcast technology into English instruction not only improved listening performance but also enhanced learners' engagement during classroom activities. Safitri & Najwa (2024) likewise observed that students became more willing to participate when podcasts were incorporated into listening lessons. These findings indicate that the benefits of podcasts extend beyond cognitive achievement, as they also create a more interactive and motivating learning environment. Increased motivation and classroom participation are important factors that can indirectly contribute to better listening performance. The results of the present study are also in agreement with Nhi (2024), who emphasized that authentic podcasts provide learners with meaningful opportunities to experience spoken English in realistic communicative contexts. Such exposure helps students become familiar with the rhythm, pronunciation, vocabulary, and expressions commonly encountered in everyday communication. As learners gain more experience with authentic

spoken language, they are likely to process spoken messages more efficiently and experience fewer comprehension difficulties.

Evidence from previous research focusing specifically on BBC Learning English also strengthens the interpretation of the present findings. Aini et al., (2023) reported that students considered BBC Learning English to be a valuable resource for improving listening skills because the materials were easy to access and supported their understanding of spoken English. Similarly, Novita (2023) concluded that BBC Learning English contributed positively to students' listening achievement by exposing learners to authentic language accompanied by appropriate learning support.

Taken together, these previous studies reinforce the findings of the current research. Although the studies were conducted in different educational settings, they consistently indicate that podcast-based instruction facilitates listening development through authentic language exposure and meaningful learning experiences. The consistency of these findings provides stronger empirical support for the use of BBC Learning English podcasts as an effective instructional resource for improving listening comprehension among EFL learners.

In addition, the present findings are consistent with Brown and Lee (2021), who argue that language learning becomes more effective when learners are exposed to meaningful communication rather than isolated language forms. BBC Learning English podcasts provide opportunities for students to hear English as it is naturally spoken while still offering sufficient learning support. This combination enables learners to connect classroom learning with authentic language use, thereby promoting the development of listening comprehension in a more meaningful way.

Although students in the control group also showed improvement after the instructional period, the increase in their listening scores was noticeably lower than that of the experimental group. This finding indicates that regular listening practice can contribute to the development of listening skills regardless of the instructional approach. However, the substantially higher achievement of the experimental group suggests that the type of learning material plays a crucial role in determining the extent of students' progress. Authentic podcasts appear to provide richer linguistic input than conventional classroom recordings, enabling learners to experience spoken English in a more realistic and meaningful way.

These findings have practical implications for English language teaching, particularly for teachers who seek effective listening resources that are both educational and engaging. BBC Learning English podcasts can serve as an alternative instructional medium because they combine authentic spoken English with learner-friendly content. In addition to improving listening comprehension, the podcasts expose students to natural pronunciation, vocabulary, and expressions commonly encountered in everyday communication. Their accessibility also makes them suitable for classroom instruction as well as independent learning outside school.

The present study also highlights the importance of incorporating digital learning resources into English language teaching. As educational technology continues to develop, teachers are encouraged to utilize digital media that can enrich students' learning experiences. Waloyo (2021) argues that digital listening resources create opportunities for learners to engage with authentic language beyond the limitations of printed textbooks.

Expanding on this idea, Waloyo (2024) emphasizes that technology-supported instruction prepares learners to meet the demands of language learning in the digital era. Therefore, integrating podcasts into listening lessons represents not only a technological innovation but also a pedagogical strategy that supports meaningful language acquisition. This interpretation is further supported by Harmer (2021), who states that learning activities become more effective when students interact with authentic language in meaningful contexts. Rather than learning isolated linguistic forms, students benefit from experiencing English as it is naturally used by speakers in everyday situations. BBC Learning English podcasts provide such opportunities by presenting authentic communication while maintaining content that is appropriate for language learners. Consequently, students are able to connect classroom learning with real-world language use, which may strengthen both comprehension and confidence in listening.

From a broader perspective, the findings reinforce the value of technology-enhanced learning environments in language education. Smaldino et al. (2019) explain that digital media offer learners greater flexibility in accessing educational materials and encourage more active engagement in the learning process. Podcasts, in particular, allow students to revisit learning materials whenever necessary, enabling them to continue practicing listening skills beyond classroom instruction. Such flexibility may promote learner autonomy and encourage continuous improvement through independent practice.

The results can also be interpreted in light of theories of listening development. Rost (2016) argues that listening proficiency develops gradually through continuous interaction with spoken language rather than through isolated learning activities. Similarly, Vandergrift and Goh (2019) emphasize that successful listening depends on the interaction between linguistic knowledge, cognitive processing, and metacognitive strategy use. The repeated exposure provided by BBC Learning English podcasts may have supported these processes by allowing students to become increasingly familiar with authentic spoken English while refining their listening strategies throughout the instructional period.

Overall, the findings of this study provide further empirical evidence that BBC Learning English podcasts are an effective instructional resource for improving listening comprehension among junior high school EFL students. Their effectiveness appears to stem from the combination of authentic language exposure, meaningful learning experiences, repeated listening opportunities, and increased student engagement. Consequently, integrating podcast-based instruction into English classrooms may help teachers create more authentic, interactive, and effective listening activities while supporting students in developing stronger listening skills.

CONCLUSION

This investigation looked into whether utilizing BBC Learning English podcasts could enhance the listening skills of eighth-grade EFL students in a public junior high school located in Cirebon. The results of the statistical examination indicated that the learners who engaged with podcast-based lessons achieved greater success compared to those who utilized traditional textbook listening practices. This suggests that the incor-poration of real podcasts had a beneficial impact on students' listening performance.

The students in the experimental group showed a more significant advancement in their listening abilities compared to the control group. Their average score rose from 42. 58 on the initial test to 66. 77 on the final test, while the control group moved from 42. 78 to 54. 81. Furthermore, the independent samples *t*-test indicated a significance level of 0. 007, which fell below the accepted threshold of 0. 05. These

statistical results affirm that the disparity in listening performance between the two groups was notable, thereby highlighting the effectiveness of BBC Learning English podcasts as a listening teaching tool.

The progress seen in the experimental group could be linked to the natural language exposure afforded by BBC Learning English podcasts. By consistently interacting with authentic spoken English, the students became more accustomed to the nuances of pronunciation, pitch, vocabulary, and common phrases used in daily conversations. Besides boosting listening comprehension, the podcasts fostered a more dynamic learning atmosphere that motivated students to engage more actively in classroom tasks.

The results of this research further substantiate that authentic podcast-based instruction can be effectively integrated into EFL listening classes, especially for students who have limited chances to hear real spoken English. In addition to enhancing listening skills, learning through podcasts can help students gain more confidence in understanding spoken language and encourage them to be more engaged in the educational process.

In summary, BBC Learning English podcasts serve as a valuable and efficient teaching tool for improving listening skills in EFL environments. Their use in educational settings allows teachers to offer a different method for presenting meaningful listening tasks while facilitating improved student outcomes in listening. Thus, English instructors are urged to incorporate authentic podcast resources into their lessons to enrich listening activities and support their students' language growth.

This research was limited to one junior high school and involved a relatively small group of participants. Therefore, it is advisable for future studies to include larger participant numbers, various educational environments, or extended durations of inter-vention to enhance the applicability of the results. Additional research could also investigate the effects of BBC Learning English podcasts on other facets of English learning, such as speaking skills, vocabulary development, pronunciation, or learner motivation in language acquisition.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

The author used AI-assisted tools during the writing process to improve language quality and readability. All research activities, data analysis, findings, and conclusions were conducted and developed by the author. The author reviewed and edited all generated content and accepts full responsibility for the final version of this manuscript.

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