

Systematic Literature Review: Using Podcasts as Media to Develop Listening Comprehension among EFL University Students

Suci Setia Cahya Ningrum¹, Nuranisa Panggabean²

^{1,2}English Department, Universitas Negeri Semarang
Correspondent author: suciscn1305@students.unnes.ac.id

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ABSTRACT

Many EFL university students continue to face challenges in developing their listening skills, primarily due to limited access to engaging and authentic listening materials. Given that listening comprehension forms the foundation for overall language proficiency - particularly crucial at the tertiary level - finding effective solutions is essential. Podcasts emerge as a promising medium to address this need. This study investigates how podcasts can enhance listening skills among university-level EFL learners through a systematic literature review using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. PRISMA's rigorous methodology ensures transparent, comprehensive, and reproducible research by following structured phases: identification, screening, and eligibility assessment. This approach enhances the study's validity by minimizing selection bias and providing clear criteria for article inclusion. From an initial pool of potential studies, 12 relevant articles published between 2016 and 2025 were systematically selected and analyzed. The findings reveal three key benefits of podcast implementation: (1) provision of authentic and varied listening materials, (2) flexible accessibility for anytime, anywhere learning, and (3) effective integration with metacognitive strategies. These results demonstrate podcasts' significant potential as a flexible, real-world-aligned pedagogical tool that can transform EFL listening instruction at the university level.

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I. INTRODUCTION

Listening is one of the four skills that plays an important role in learning English. This is because listening is one of the main inputs in the process of acquiring a language (Namaziandost et al., 2019). The more often students listen, the more students will be exposed to language, which can accelerate the acquisition process. In the context of EFL learning, listening has a role in mastering the subject matter and effectively understanding the information conveyed in the target language. Without understanding the language input obtained, language learning will not improve, and communication will not be achieved if not through good listening comprehension input (Krashen, 1982). But unfortunately, listening comprehension skills are often the biggest

challenge for EFL students, especially at the university level. Many students in listening classes find it difficult to get the right information from what they listen to (Nowrouzi et al., 2015).

According to Gavenila et al. (2021), one of the main factors that cause difficulties in listening comprehension is limited access to diverse and authentic listening materials, so students often find it difficult to understand the various accents, speaking speeds, and language variations used in everyday communication. Therefore, innovative solutions are needed to provide more contextualized, realistic, and engaging listening materials for EFL students (Liu, 2016). One approach that is starting to get a lot of attention is the use of podcasts as a source of material in listening learning.

Podcasts have emerged as a significant technological innovation in EFL education, offering more than just a passing trend but rather a powerful tool for enhancing listening skills. Research by Eisenlauer (2020), Guillén-Gámez et al. (2019), and Mohammed & Khadawardi (2024) demonstrates how podcasts support language learning through three key dimensions: authentic language exposure (providing real-world accents and natural speech patterns), flexible learning opportunities (enabling anytime, anywhere access), and multilevel applicability (serving learners across proficiency levels). As noted by Rmelah & Pornwiriyaakit (2023), podcasts function both as effective teaching tools and valuable daily resources, offering benefits ranging from general listening practice to targeted language acquisition. This multifaceted framework positions podcasts as uniquely capable of addressing various EFL listening challenges while catering to diverse learning needs and styles.

This study uses systematic literature review as its approach. Studies using systematic literature review have been conducted. Among others, podcasts were found to be a versatile learning tool that can improve listening comprehension and help improve speaking fluency, vocabulary, and pronunciation (Khoiriyah et al., 2024). In the meantime, podcasts were also seen as a practical and effective learning media, especially for improving students' listening skills, vocabulary, and learning motivation (Hulliyany et al., 2024). Furthermore, it was found that podcasts were effective in improving listening skills at various levels of education, ranging from elementary school to college. Podcasts allow students to be exposed to authentic language, enrich vocabulary, and provide an interesting and flexible learning experience, both inside and outside the classroom (Setiawan & Wahyuni, 2024). However, those reviews have not concerned only EFL students at the university level as participants, given their significance to bolster more dynamic and effective English language learning at the higher education level. Thus, this systematic review is intended to fill the gap by reviewing articles related to podcasts as a media to improve listening comprehension that focuses on EFL students at the university level. This study aims to find out how podcasts can be used as a media to improve listening comprehension of EFL university students.

II. METHODS

This study used a systematic literature review (SLR) guided by the Preferred Reporting Items for Systematic Reviews (PRISMA) (2020) by performing three steps, namely, identification (collecting articles systematically), screening (screening according to the criteria needed in the study), and eligibility (analyzing articles that have been screened for inclusion in the study).

The use of PRISMA with the three stages mentioned earlier aims to make the study more transparent and valid. It is said to be transparent because there will be a chart that shows the three stages and how identification helps collect data so that there is nothing to miss. Screening helps eliminate studies that are not relevant and do not fulfill the required standards. Then at the eligibility stage, a deeper screening is carried out to ensure that the rest of the studies really fulfill the required criteria. It is hoped that by following all these stages, the studies to be analyzed are truly valid and do not provide potential bias when analyzing data.

Eligibility Criteria

The table below shows the inclusion and exclusion criteria for this study. Inclusion and exclusion criteria such as date, language, setting, and database. Firstly, we chose the papers published from 2016 to 2025. We excluded papers published before 2016 because they were too old and might not be relevant anymore. Secondly, to have a more global scope, we chose studies written in English and excluded studies not written in English. Thirdly, we focus on podcasts to develop listening comprehension in EFL university students because we find that studies that use a sample of EFL university students and use the SLR method are still few, so we want to develop it further. Lastly, we used SCOPUS and DOAJ for databases. We used them because both databases are more reliable, trustworthy sources, and there have been many peer reviews conducted on these databases. Both databases provide search results that are more reliable and have verified quality. Search systems with more complete filters so that article searches can be more efficient. Many sources from SCOPUS have a high citation rate because they have passed a very strict selection process and only accept internationally accredited journals so that the sources are trusted by many people. DOAJ also offers open access to journals that have fulfilled standards and have been peer-reviewed. Because of that, we decided to use the SCOPUS and DOAJ databases and exclude other databases.

Table 1. Eligibility Criteria

Criteria	Included	Excluded
Date	Papers published from 2016 to 2025 were included	Papers published before 2016 and after 2025 were excluded
Language	English	Studies not written in English
Setting	Papers focusing on podcasts to develop listening comprehension in EFL university students	Papers focus on podcasts to develop listening comprehension but not in EFL university students
Database	SCOPUS and DOAJ	Other databases

Search Formula Strategy

The following table shows the research strategies used when searching for data in SCOPUS and DOAJ and how much data was obtained.

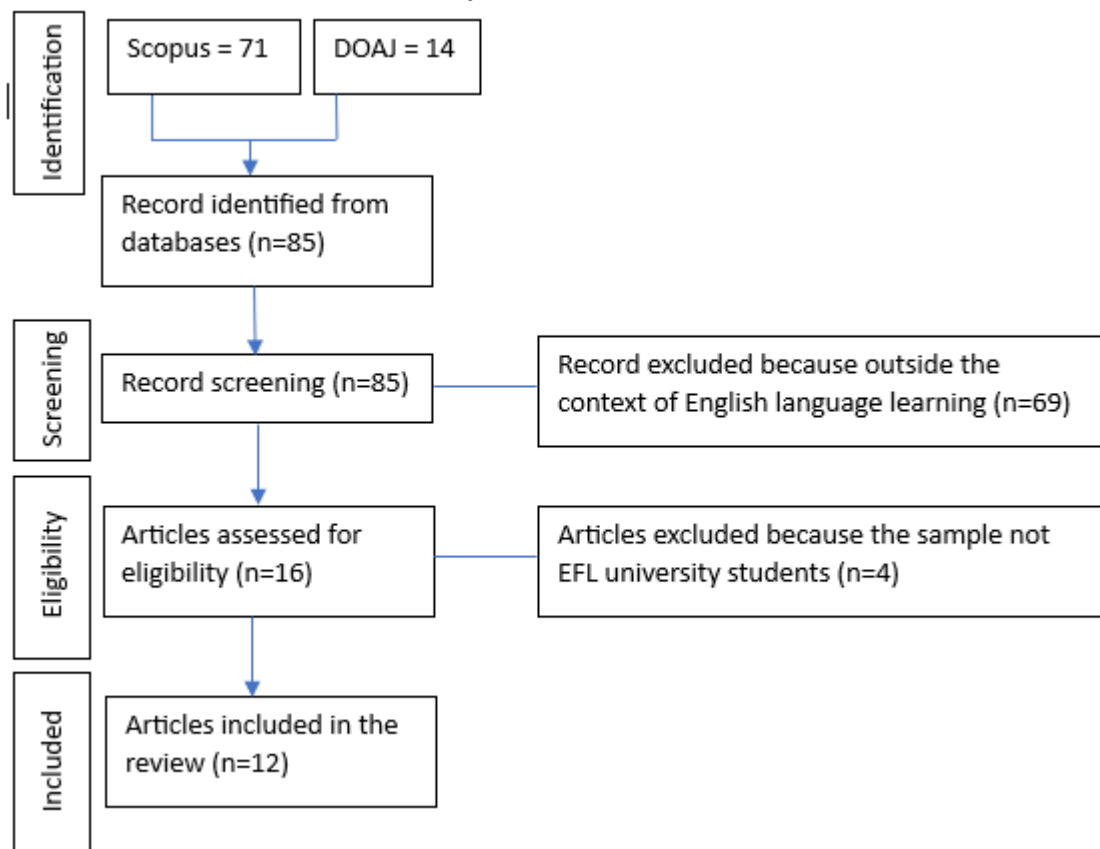
Table 2. Research Formula Strategy

Databases	Research Strategy	Results
SCOPUS	TITLE-ABS-KEY (("podcasts") AND ("listening") AND ("efl" OR "esl" OR "students")) AND PUBYEAR > 2016 AND PUBYEAR < 2025 AND (LIMIT-TO (DOCTYPE , "ar"))	71
DOAJ	“Podcast” AND “listening” AND “EFL”	14
Total		85

c. Systematic Review Process

The review process consists of several stages including identification, screening, and eligibility. The following is a chart of each stage in the systematic review process.

Picture 1. Systematic Review Process



The first step involved the identification of defined keywords. In this step, keywords were entered using search strategies in the SCOPUS and DOAJ databases by restricting the search to articles published in 2016-2025. The search results in SCOPUS yielded 71 articles, and the search results in DOAJ yielded 14 articles. After that, the 85 articles were duplicated to Mendeley for the screening stage. In the screening stage, the 85 articles were selected based on the keywords listed in the article title. The results of the screening stage excluded 69 articles because the articles were not relevant to the purpose of this study, and most of the contexts were outside of English language learning. This left 16 articles whose files could be accessed and stored in Mendeley in the screening folder.

The next step was the eligibility stage, where the 16 articles from this screening could be accessed. In this stage, criteria such as the study setting, which must focus on EFL university students, were applied. In this stage, 4 articles were excluded because they did not meet the criteria that the study should use EFL university students as participants. In the last stage, a total of 12 articles met the criteria for analysis and were saved in Mendeley in the eligibility folder. The articles were analyzed as a whole and focused on the research question that had previously been formulated.

III. RESULT AND DISCUSSION

Results

Based on the 12 articles that have been read and reviewed in depth, there are three main things that answer how podcasts can be used to improve listening comprehension among university EFL students. In the articles that have been reviewed, most show that podcasts provide authentic and varied material, followed by podcasts providing flexible access for university students, and finally podcasts integrate metacognitive strategies in improving listening comprehension.

Providing Authentic and Varied Materials

The first category is podcasts that provide authentic and varied material. The material that is provided is varied because it does not only provide one topic but several topics ranging from daily conversations to current issues. The podcast also shows various accents from native speakers, making it feel more real and helping listeners to improve listening comprehension. Then, related to authenticity, it can be seen from the podcast material discussed starting from daily life or issues that are being discussed so that listeners feel relevant to the discussion. This category was found in 7 papers, namely by (Angelia & Juliaty, 2021; Suzani, 2021; Miranty & Rachmawati, 2016; Yazmin & Clara, 2024; Gunawan et al., 2023; Gonulal, 2022; Faramarzi et al., 2019)

“Podcasts offer a dynamic platform that authentically mirrors real-world language usage, providing students with an invaluable conduit to authentic linguistic contexts”. (Yazmin & Clara, 2024, p. 181)

A study by Yazmin & Clara (2024) shows how using podcasts can improve their listening comprehension. Podcasts are a reflection of how language is actually used in the real world, because of that, podcasts can be used as a medium that contributes greatly to motivating students to improve listening. In the study by Miranty & Rachmawati (2016), they use podcasts in the teaching and learning process as material to improve listening comprehension. There is a syllabus too that has been prepared for the listening course. The podcast material is taken from a website and divided into 10 interesting topics. Through direct observation, it was found that students enjoyed listening to podcasts because they were able to discuss podcast material with their friends. Through the questionnaire, it was also found that many students felt many benefits after listening to podcasts, the application of podcasts for listening classes is also very effective for learning.

Providing Accessible Materials

Besides providing authentic and varied material, podcasts can also be accessed anytime and anywhere. Podcasts are used by students in their free time. They are not restricted to listening to podcasts during classroom activities but also after classes. Students are also given the freedom to choose the podcast material to be heard. There are 3 papers that are included in this category, namely by (Bui & Huong, 2024; Oraif & Alrashed, 2025; Aprianto, 2024)

“The use of podcasts which is more interesting, innovative, and easy motivates students and teachers to continue using this medium as a learning resource that is free to access wherever and whenever they are”. (Aprianto, D., 2024, p.323)

A study by Aprianto, D. (2024) described how the use of podcasts that provided interesting materials and were easily accessible anywhere and anytime motivated students

and teachers to continue using podcasts as a learning medium. Then, in the study by Huong & Bui (2024), students are given the freedom to choose from the online applications provided. Students listen to a variety of topics, from history to nature, independently for 20 to 90 minutes. The results after five weeks of studying using the online application showed positive progress in students' listening skills. Students were able to do more difficult listening activities than the first time. Students were also able to monitor their progress through applications that could be viewed periodically.

Integrating Metacognitive Strategies

The use of metacognitive strategies in the listening process using podcasts is a prominent theme from the literature analysis. These strategies refer to students' ability to plan, monitor, and evaluate their comprehension process while listening to podcasts. In the planning phase, listeners predict the type of text and the purpose of listening, which helps them prepare themselves mentally. Next, in the monitoring phase, they actively control and adjust comprehension by linking new information to prior knowledge and trying to catch missed or unclear parts. Finally, in the evaluation phase, they assess their own listening performance and determine strategies that need to be changed for subsequent improvement. This theme emerged strongly in two studies, namely by (Azme, 2022; Bozorgian & Shamsi, 2022).

"To enhance the learners' listening skills, a metacognitive approach was employed in this study. The purpose was to encourage learners to use extensive listening material (i.e., podcasts) independently and effectively both inside and outside the classroom". (Bozorgian & Shamsi, 2022, p. 9)

The study by Bozorgian & Shamsi (2022) emphasized the use of podcasts accompanied by self-training in metacognitive strategies. Students who received the training showed significant improvement in listening comprehension, which shows the importance of strategy awareness in independent language learning. In a study by Azme (2022), the use of podcasts from BBC Sounds was found to significantly improve students' metacognitive awareness in comprehending English listening materials. Students became more aware of the strategies they used and more active in managing their listening process.

Discussion

This study aimed to explore how podcasts can be utilized to enhance listening comprehension among university-level EFL students. Through a systematic review of 12 articles, three key findings emerged: (1) podcasts provide authentic and varied materials, (2) they offer flexible and accessible learning opportunities, and (3) they facilitate the integration of metacognitive strategies in listening comprehension development. Each of these findings contributes significantly to understanding the pedagogical value of podcasts in EFL listening instruction.

The first major finding underscores podcasts' ability to provide authentic and diverse listening materials, exposing students to real-world language features including varied accents, natural speech rates, and contextualized discourse across topics from casual conversations to academic discussions. This supports Krashen's (1982) Input Hypothesis regarding the value of comprehensible, authentic input in language acquisition, with studies like Yazmin & Clara (2024) and Miranty & Rachmawati (2016) demonstrating improved comprehension of natural speech patterns through podcast use. However, this benefit appears contingent on proper implementation - research by Abdulrahman et al. (2021) found limited comprehension gains when podcasts were used without supporting materials or structured tasks, particularly for lower-proficiency learners. Similarly, Lee (2023) observed that the unguided use of advanced-level

podcasts sometimes led to student frustration when content exceeded learners' comprehension thresholds. These contrasting findings suggest that while podcasts' authenticity is pedagogically valuable, their effectiveness depends on appropriate scaffolding and level-appropriate selection. The variety of topics does enhance engagement (as shown in Gunawan et al.'s 2023 study), but this benefit may be offset if materials aren't carefully curated to align with students' linguistic abilities and learning objectives.

This finding is further supported by Safitri & Najwa (2024), who argue that authentic materials help bridge the gap between classroom learning and real-world communication. By regularly engaging with podcasts, students develop familiarity with different linguistic styles, idiomatic expressions, and cultural nuances, ultimately enhancing their overall listening proficiency.

The second key finding underscores the accessibility and flexibility of podcasts as a learning tool. Unlike traditional classroom-based listening exercises, podcasts allow students to learn at their own pace, revisit materials, and choose content that aligns with their interests and proficiency levels. Research by Aprianto (2024) and Bui & Huong (2024) indicates that the convenience of accessing podcasts anytime and anywhere increases learner motivation and autonomy.

This flexibility supports the principles of self-directed learning (Indahsari, 2020), where students take greater control over their learning process. The ability to select topics of interest and listen repeatedly to challenging segments helps learners build confidence and gradually improve their listening skills. Furthermore, the portability of podcasts enables seamless integration into students' daily routines, making language practice a habitual rather than a constrained classroom activity.

The third major finding emphasizes the role of metacognitive strategies in maximizing the benefits of podcast-based listening practice. Metacognitive strategies—planning, monitoring, and evaluating comprehension—help students become more conscious and strategic listeners. Studies by Bozorgian & Shamsi (2022) and Azmee (2022) demonstrate that when students are trained to apply these strategies, they exhibit significant improvements in listening comprehension.

For instance, learners who actively predict content before listening, self-monitor their understanding during listening, and reflect on their performance afterward develop stronger listening skills than those who passively consume audio content. This aligns with Vandergrift & Goh's (2012) metacognitive approach to listening, which highlights the importance of fostering learners' awareness of their own listening processes. The integration of metacognitive training with podcast use ensures that students not only engage with the material but also develop long-term strategies for autonomous learning.

The findings of this study carry significant practical and theoretical implications for EFL pedagogy and curriculum design. From a practical standpoint, lecturers should integrate podcasts as supplementary listening materials by selecting authentic, level-appropriate content while also providing explicit instruction on metacognitive strategies such as prediction, note-taking, and self-questioning to maximize learning outcomes. Institutions can further support this by designing podcast-based assignments that encourage independent practice outside the classroom and offering training sessions to help both teachers and students effectively utilize this resource. Theoretically, this study reinforces the importance of authentic input in language acquisition, aligning with Krashen's Input Hypothesis, while also highlighting the intersection of technology-enhanced learning and metacognitive strategy instruction as a blended approach for improving listening skills. Future research should explore the long-term impact of podcast integration on listening proficiency and learner autonomy across diverse EFL contexts to further validate and expand upon these findings.

In summary, podcasts serve as a valuable tool for enhancing EFL listening comprehension by providing authentic input, flexible learning opportunities, and a platform for metacognitive strategy development. Their accessibility and adaptability make them particularly effective for university students, fostering both engagement and independent learning. However, their full potential is realized when combined with structured metacognitive training, ensuring that students not only consume content but also develop critical listening skills. As technology continues to shape language education, podcasts represent a promising avenue for innovative and effective listening instruction.

IV. CONCLUSION AND SUGGESTION

This systematic review of 12 empirical studies demonstrates that podcasts serve as a powerful pedagogical tool for enhancing EFL university students' listening comprehension through three key mechanisms: (1) providing authentic, linguistically diverse input that mirrors real-world communication, (2) enabling flexible access that supports both classroom and autonomous learning, and (3) facilitating metacognitive strategy development through structured engagement. However, the study reveals critical implementation caveats: unguided podcast use without strategic scaffolding (e.g., pre-listening activities, comprehension checks) may diminish learning outcomes, particularly for lower-proficiency learners, while the absence of curated content selection can lead to mismatches between material difficulty and student competence levels. These findings not only confirm the research objectives outlined in the introduction but also extend current understanding by identifying podcasts as a dual-context learning tool that bridges formal instruction and informal practice when properly implemented.

For future research, three priority directions emerge: (1) experimental studies comparing the efficacy of different podcast genres (e.g., narrative vs. interview formats) on listening skill development, (2) longitudinal investigations tracking sustained competency gains over semester-long implementations, and (3) mixed-methods research combining performance metrics with qualitative analysis of learner experiences to identify optimal integration frameworks. Such efforts would enable educators to move beyond generic podcast recommendations toward evidence-based, context-sensitive implementation models that maximize the technology's educational potential.

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