

The Effect of Podcast on Iranian EFL Learners' Listening Comprehension

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Abstract

One of the most neglected issues in second language acquisition (SLA) research area which requires due attention and well-grounded investigation is the study of using podcast in language learning and teaching context. Although recent studies have examined the effectiveness of podcast in a wide range of settings and contexts (e.g., Stanley, 2006; Fox, 2008; Ducate and Lomicka, 2009), the necessity to conduct more in-depth inquiries in this domain is still attached by great importance. The present research is in fact an attempt to investigate the usefulness of podcasting in enhancing Iranian EFL learners' listening comprehension. To this end, 60 students were randomly selected and assigned into two groups; a control group and an experimental group. The students in control group listened to the audio files of news in their regular classes through the current traditional method, while those in experimental group got primarily acquainted with podcast technology via a pamphlet and then were given the same audio news files as podcasts. After six weeks, both groups were given listening comprehension tests based on the respective audio news files. In order to analyze the obtained data, inferential statistics, i.e. T-tests were run. The results indicated that the experimental group outperformed the control group in the tests administered. In other words, those learners provided by podcasts as the main learning materials had a better listening comprehension significantly as compared with the control group subjects.