

Bridging Theory and Practice: Podcast-Based Extensive Listening Embedded in GBA and CAR Cycles in EFL Context

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Abstract

This study examines the implementation of podcast-based collaborative extensive listening embedded in a Genre-Based Approach (GBA) and Classroom Action Research (CAR) cycles in a junior secondary EFL classroom in Indonesia. The study was conducted with Grade VIII learners and employed a qualitative CAR design consisting of five iterative cycles of planning, acting, observing, and reflecting. Each session used narrative podcasts and was organized through pre-, while-, and post-listening activities aligned with the GBA stages of building knowledge, modelling, joint construction, and independent construction. The study was informed by sociocultural theory, particularly peer scaffolding and the Zone of Proximal Development (ZPD), as well as the Cognitive Theory of Multimedia Learning (CTML). Data were collected through classroom observations, reflective journals, student learning artefacts, and semi-structured interviews. The findings indicate that podcast-based collaborative listening supported students' motivation, narrative comprehension, vocabulary awareness, and classroom participation. Students valued peer interaction, genre-oriented scaffolding, and authentic audio materials, although challenges related to audio clarity, classroom noise, fast speech, and lexical load remained evident. These challenges were addressed through instructional adjustments across the CAR cycles. The study contributes a classroom-based model for integrating digital audio, collaborative learning, and genre-based scaffolding in junior secondary EFL listening pedagogy.

Keywords: podcast-based learning, genre-based approach, EFL listening pedagogy, collaborative learning, classroom action research

1. Introduction

Listening comprehension remains a major challenge for junior secondary EFL learners because they often have limited exposure to authentic spoken English and face difficulty processing natural oral discourse (Pratiwi et al., 2024; Eragamreddy, 2024). Many learners rely heavily on word-by-word decoding, which can interrupt their ability to follow the overall meaning, sequence, and cohesion of spoken texts (Thao & Long, 2022). In narrative listening, this challenge becomes more complex because students must identify characters, settings, conflicts, events, and moral messages while simultaneously processing unfamiliar vocabulary, pronunciation, and speech rate. Limited access to authentic listening materials in classroom settings also restricts learners' familiarity with natural speech patterns, accent variation, and prosodic features. These conditions indicate the need for listening instruction that provides authentic input while offering sufficient pedagogical support.

Podcasts offer one possible response to this problem. As digital audio materials, podcasts can expose learners to authentic language use, varied topics, natural discourse, and repeated listening opportunities. Previous studies have shown that podcasts can support listening comprehension, vocabulary development, learner motivation, and autonomous engagement (Pratiwi et al., 2024; Saragih et al., 2022; Bozorgian & Shamsi, 2022). The flexibility of podcasts also allows teachers to select materials that match learners' interests, proficiency levels, and instructional

goals (Aprianto, 2024). However, podcasts should not be treated merely as digital media added to classroom instruction. Without systematic scaffolding, learners may still struggle with fast speech, unfamiliar words, unclear audio, and limited comprehension strategies.

The Genre-Based Approach (GBA) provides a useful framework for organizing podcast-based listening instruction. GBA emphasizes the relationship between text structure, communicative purpose, and language use (Horvathova & Krištofovičová, 2020; Suryadi & Yulandari, 2022). Through the stages of building knowledge, modeling, joint construction, and independent construction, learners are guided to understand how a particular genre works and how meaning is organized. In narrative listening, GBA can help students anticipate narrative elements, recognize storyline development, and connect listening comprehension with broader literacy practices. Therefore, integrating podcasts with GBA has the potential to transform listening activities from isolated comprehension exercises into structured, genre-oriented learning experiences.

Collaboration is also important in listening instruction. Listening is often viewed as an individual receptive skill, but collaborative learning can make the process more interactive and supportive. Through peer discussion, students can compare interpretations, clarify unfamiliar vocabulary, negotiate meaning, and reconstruct the content of the audio together (Salimah & Dewanti, 2024; AL-Zurfi et al., 2024). This collaborative orientation is consistent with sociocultural theory, which views learning as a socially mediated process (Lin et al., 2020; Aihua & Swanto, 2023). Vygotsky's concept of the Zone of Proximal Development (ZPD) further explains how learners may perform beyond their independent ability when supported by teachers or more capable peers. In this study, podcast-based collaborative listening was designed to operationalize peer scaffolding through group listening logs, discussion, and shared reflection.

In addition to sociocultural theory, the Cognitive Theory of Multimedia Learning (CTML) offers a relevant perspective for designing podcast-based listening tasks. CTML emphasizes the importance of managing cognitive load and supporting learners' processing of information through appropriate instructional design (Fitria et al., 2022; Tai & Chen, 2021). Although podcasts are primarily auditory materials, they can be supported with visual prompts, vocabulary previews, guiding questions, and related texts to reduce extraneous cognitive load and help learners focus on essential meaning. When podcast tasks are carefully sequenced through pre-, while-, and post-listening phases, students may be better able to process narrative content, identify key information, and retain new vocabulary.

Although previous studies have examined podcasts in EFL listening instruction, many have focused on individual listening, higher education contexts, learner perceptions, or general listening improvement. Less attention has been given to how podcasts can be embedded in structured collaborative routines, supported by GBA stages, and refined through Classroom Action Research (CAR) cycles in junior secondary EFL classrooms. This gap is important because younger EFL learners often require more explicit guidance, repeated routines, and social support when working with authentic audio materials.

This study addresses that gap by examining podcast-based collaborative extensive listening as a classroom-based intervention that combines authentic audio input, peer scaffolding, genre awareness, and iterative pedagogical reflection. The novelty of the study lies in its integrated model: podcasts are not used as stand-alone digital materials, but are systematically embedded within GBA-oriented listening tasks and CAR cycles to support narrative comprehension and learner engagement in a junior secondary Indonesian EFL context. By combining podcasts, collaboration, GBA, CTML-informed scaffolding, and CAR reflection, the study seeks to provide a practical and theoretically grounded model for EFL listening pedagogy.

Based on this focus, the study was guided by the following research questions:

- 1) How is podcast-based collaborative extensive listening embedded in GBA and CAR cycles implemented in a junior secondary EFL classroom?
- 2) How do students engage affectively, cognitively, behaviorally, and socially during podcast-based collaborative extensive listening activities?
- 3) What enabling and inhibiting conditions influence the implementation of podcast-based collaborative extensive listening in the classroom?

2. Literature Review

2.1 Listening Comprehension in EFL Contexts

Listening comprehension is a complex process that requires learners to recognize sounds, decode vocabulary, infer meaning, and connect spoken information with prior knowledge. In EFL contexts, listening is often difficult because learners have limited exposure to authentic spoken English outside the classroom. They may struggle with natural speech rate, unfamiliar pronunciation, connected speech, diverse accents, limited vocabulary, and insufficient background knowledge (Eragamreddy, 2024). These difficulties are particularly relevant for junior secondary learners, who are still developing both linguistic knowledge and listening strategies.

Previous studies show that EFL learners often focus too heavily on individual words, which can interfere with their ability to understand the overall message of spoken texts (Thao & Long, 2022). In narrative listening, the challenge becomes more demanding because students need to follow the sequence of events, identify characters and conflicts, and understand the moral message. Therefore, listening instruction should provide meaningful input, clear scaffolding, and opportunities to construct understanding gradually.

2.2 Podcast-Based Listening Instruction

Podcasts have increasingly been used as digital resources in EFL listening instruction. They provide authentic or semi-authentic spoken materials, varied topics, pronunciation models, and repeated listening opportunities. They are also flexible because teachers can select materials according to students' proficiency level, interests, and classroom objectives.

Research suggests that podcasts can support listening comprehension, vocabulary development, pronunciation awareness, learner motivation, and autonomy (Bozorgian & Shamsi, 2022; Pratiwi et al., 2024; Saragih et al., 2022). Podcasts provide exposure to diverse accents and meaningful language input, while repeated listening can help learners develop familiarity with spoken English (Eragamreddy, 2024; Солодка et al., 2022). Experimental studies have also reported improvements in listening performance after podcast-based interventions using authentic audio resources.

Podcasts may also contribute to vocabulary acquisition. Repeated exposure to lexical items in meaningful contexts, supported by transcripts, subtitles, or guided vocabulary tasks, can strengthen form–meaning connections and lexical retention (Солодка et al., 2022). Podcast-supported MALL programs have been found to improve vocabulary mastery and promote transfer to oral production (Helal, 2023). In addition, learners often perceive podcasts positively because they offer flexibility, convenience, and control over learning pace and timing.

However, podcasts do not automatically improve listening comprehension. Students may still face difficulties with fast speech, unfamiliar accents, unclear audio, limited vocabulary, and insufficient background knowledge. Therefore, podcast-based instruction should be accompanied by pedagogical scaffolding such as pre-teaching vocabulary, selective use of transcripts or subtitles, metacognitive strategy instruction, and collaborative learning tasks (Солодка et al., 2022).

2.3 Genre-Based Approach in Listening Instruction

The Genre-Based Approach (GBA) provides a structured framework for helping learners understand how texts are organized according to communicative purposes. GBA commonly involves building knowledge of the field, modeling the text, joint construction, and independent construction. These stages help learners move from supported understanding toward more independent language use.

A central principle of GBA is that language learning becomes more effective when the social purpose, generic structure, and linguistic features of a genre are made explicit. In narrative listening, students can use their understanding of orientation, complication, and resolution to predict story development and identify important information more efficiently. Previous studies emphasize that genre-based pedagogy supports language learning by making text structure and communicative function explicit (Horvathova & Křištofovičová, 2020; Suryadi & Yulandari, 2022). Research also indicates that when teachers model texts, explain genre patterns, and scaffold relevant lexical and grammatical features, students become better able to recognize textual structures and comprehend spoken discourse (Assidqi, 2015; Aswani et al., 2023). Therefore, when combined with podcasts, GBA can transform listening activities from simple audio comprehension exercises into structured literacy-oriented learning tasks.

2.4 Collaborative Learning and Peer Scaffolding

Collaborative learning is based on the idea that students construct knowledge through interaction. In listening classrooms, collaboration allows students to compare what they hear, clarify unfamiliar words, negotiate meaning, and reconstruct spoken texts together. This is important because listening comprehension is often treated as an individual activity, even though learners may benefit from social support when processing difficult input.

The theoretical foundation for collaborative listening is linked to sociocultural theory. From this perspective, learning occurs through social mediation, interaction, and scaffolding. Vygotsky's Zone of Proximal Development (ZPD) refers to the distance between what learners can accomplish independently and what they can achieve with support from teachers or more capable peers (Pahlevansadegh, 2019; Yazdanpanah & Khanmohammad, 2014). Through collaborative dialogue, learners can activate prior knowledge, clarify misunderstandings, monitor comprehension, and negotiate meaning.

Empirical studies show that peer scaffolding can enhance language learning through contingent and graduated support, sometimes producing effects comparable to teacher-led interventions in areas such as lexical uptake and revision quality (Abdulaal et al., 2024; Mohammadzadeh et al., 2020; Zhang & Haratyan, 2023). In listening contexts, pre-task discussions, background knowledge activation, and guided peer interaction have been shown to improve comprehension compared with individual listening conditions (Safa & Motaghi, 2021; Yazdanpanah & Khanmohammad, 2014). In podcast-based collaborative listening, peer scaffolding may occur when students identify key ideas, explain vocabulary, correct misheard information, and complete listening logs together.

2.5 Cognitive Theory of Multimedia Learning

The Cognitive Theory of Multimedia Learning (CTML) is relevant to podcast-based listening because it emphasizes limited cognitive capacity and the need to reduce extraneous load. CTML proposes that learning improves when instructional materials use auditory and visual channels effectively and support active processing through principles such as segmenting, signaling, and modality (Kennedy et al., 2010; Kennedy et al., 2014).

Although podcasts are primarily audio materials, learning can be supported through visual prompts, vocabulary previews, transcripts, subtitles, guiding questions, and listening logs. Research applying CTML to podcast-based learning shows that enhanced podcasts and videocasts can improve retention, recall, and transfer compared with audio-only materials when information is segmented and accompanied by relevant support (Errabo et al., 2024; Kennedy et al., 2010; Kennedy et al., 2014; Weiß & König, 2022).

In this study, CTML informs the design of podcast-based tasks by emphasizing clear audio, manageable duration, explicit instructions, and structured tasks. These elements help learners focus on essential information rather than being distracted by technical or procedural problems. CTML also suggests that multimedia learning is not automatically effective; poorly designed materials with redundant information or excessive cognitive demands may overload learners and reduce comprehension (Kennedy et al., 2010; Weiß & König, 2022). Thus, podcast-based listening should balance authentic input with cognitive manageability.

2.6 Research Gap

Previous studies have examined podcasts, collaborative learning, genre-based pedagogy, and listening comprehension in EFL contexts. However, these areas are often investigated separately. Many podcast-based listening studies focus on individual listening, learner perceptions, or general listening improvement. Likewise, studies on GBA often emphasize reading and writing, while sociocultural research tends to investigate peer interaction independently of digital listening resources.

Although evidence suggests that podcasts can improve listening comprehension, vocabulary acquisition, motivation, and learner autonomy (Eragamreddy, 2024; Helal, 2023), fewer studies have explored how podcast-based listening can be systematically integrated with genre-based scaffolding, peer interaction, CTML-informed task design, and CAR cycles for junior secondary learners. This study addresses that gap by proposing an integrated model of podcast-based collaborative extensive listening that combines authentic narrative podcasts, peer-supported meaning-making, genre-based scaffolding, and iterative classroom reflection in an Indonesian EFL context.

3. Methodology

3.1 Research Design

This study employed a qualitative Classroom Action Research (CAR) design to examine the implementation of podcast-based collaborative extensive listening in a junior secondary EFL classroom. CAR was selected because it allows teachers and researchers to identify classroom problems, implement pedagogical actions, observe the process, and reflect on necessary improvements through iterative cycles. In this study, five instructional sessions were organized according to the stages of planning, acting, observing, and reflecting. Each cycle was used to refine the listening activities, address classroom challenges, and improve the alignment between podcast materials, collaborative routines, and GBA-based scaffolding.

The research design was grounded in sociocultural theory and the Cognitive Theory of Multimedia Learning (CTML). From a sociocultural perspective, learning occurs through interaction, mediation, and scaffolding. Therefore, the intervention emphasized group listening, peer discussion, shared listening logs, and teacher facilitation to help learners negotiate meaning and support one another within their Zone of Proximal Development. From a CTML perspective, the instructional design sought to reduce unnecessary cognitive load through structured pre-listening preparation, guided while-listening tasks, and post-listening reflection. Vocabulary previews, narrative schema activation, and related texts were also used to support comprehension.

The CAR design was appropriate because the study did not merely evaluate podcasts as a fixed intervention. Instead, it examined how podcast-based collaborative listening could be planned, implemented, observed, and refined in response to students' classroom experiences.

3.2 Site and Participants

The study was conducted in a public junior high school in Bekasi, West Java, Indonesia. The participants were 35 Grade VIII students enrolled in one intact EFL class. The site was selected because it provided access to a natural classroom setting in which podcast-based listening activities could be implemented as part of regular English instruction. The intervention was carried out over five meetings.

To obtain more detailed learner perspectives, eight students were purposively selected for semi-structured interviews. The selection considered variation in classroom participation and listening comprehension levels, so the interview data could represent diverse learning experiences. All students participated in classroom activities, observation, and reflective journal writing, while the eight selected students joined follow-up interviews. Participation was voluntary, informed consent was obtained, and students' identities were anonymized.

3.3 Instructional Procedure

The instructional procedure integrated the Classroom Action Research (CAR) cycle with the Genre-Based Approach (GBA). Each cycle followed the stages of planning, acting, observing, and reflecting while classroom activities were organized through pre-listening, while-listening, and post-listening phases.

During the planning stage, the researcher identified listening-related challenges, selected narrative podcast episodes aligned with the GBA framework, designed pre-teaching vocabulary activities, collaborative activity sheets, observation rubrics, listening assessments, and reflective instruments (Niño, n.d.; Nadjib & Triastuti, 2023). Podcast materials were selected based on learners' proficiency levels and narrative genre characteristics.

During the acting stage, students participated in weekly podcast-based collaborative extensive listening activities. The pre-listening phase focused on genre orientation, schema activation, and vocabulary preparation. During while-listening activities, students listened to segmented podcast episodes, completed collaborative listening tasks, discussed key narrative elements, and constructed shared meanings through peer interaction. Activities included prediction tasks, group summaries, role-plays, and podcast response discussions. Selective transcript use and MALL-supported listening tools were incorporated to facilitate comprehension and repeated exposure (Kennedy et al., 2010; Helal, 2023; Errabo et al., 2024).

During the observing stage, quantitative and qualitative data were collected to monitor students' progress and engagement. Observation focused on listening comprehension, vocabulary uptake, collaborative interaction, motivation, participation, and the effectiveness of instructional scaffolding. Student listening logs, classroom artefacts, reflective journals, and perception surveys were also gathered to provide complementary evidence (Rodríguez et al., 2024; Romero et al., 2022).

During the reflecting stage, the researcher analyzed the outcomes of each cycle and identified instructional challenges such as vocabulary difficulty, podcast pacing, insufficient scaffolding, or unequal participation. Based on these findings, subsequent cycles were revised by adjusting podcast difficulty levels, strengthening vocabulary instruction, restructuring peer roles, and enhancing scaffolding support. This iterative process continued across all five cycles to maximize learning transfer, learner autonomy, and collaborative engagement (Marpaung et al., 2023; Gunawan, 2022; Nadjib & Triastuti, 2023).



Figure 1. Illustration of the CAR Cycle Applied to Podcast-Based Extensive Listening

Table 1. Classroom Action Research Stages Mapped to Meeting-Level Activities

CAR stage	Operational focus	Meeting-level activities
Plan	Select narrative podcasts; prepare pre-, while-, and post-listening tasks; form student groups; prepare listening logs, observation checklists, reflective journal prompts, and interview guidelines.	Before Session 1, the researcher finalized podcast materials, checked classroom equipment, and prepared task instructions. In Session 1, students were introduced to the purpose of the activity, group roles, and listening logs.
Act	Implement podcast-based collaborative listening through teacher modeling, group listening, peer discussion, and post-listening reflection.	Session 1 introduced the routine. Sessions 2 and 3 implemented full collaborative listening cycles. Session 4 provided extended practice using varied narrative materials. Session 5 used whole-class listening for consolidation.
Observe	Record classroom participation, group interaction, task completion, student difficulties, and technical issues. Collect student artefacts and reflective responses.	During Sessions 1–4, the researcher used observation checklists and collected group products. In Session 5, students wrote reflective journals and selected students participated in interviews.
Reflect	Review the implementation, identify barriers, and adjust the next cycle. Reflection focused on audio clarity, classroom noise, speech rate, lexical load, grouping, and task sequencing.	After each session, the researcher reviewed observation notes and student responses to refine the following session. After Session 5, findings from observations, journals, and interviews were synthesized.

3.4 Instruments and Data Collection

Data were collected through multiple instruments to support methodological triangulation. Quantitative instruments included pre- and post-listening comprehension tests and vocabulary tests, which were administered to measure changes in listening performance and lexical uptake throughout the intervention (Pavithra & Gandhimathi, 2024).

Structured classroom observations were conducted during all instructional cycles using observation checklists and field notes. These instruments documented instructional practices, scaffolding strategies, collaborative interaction, learner participation, and implementation challenges, thereby providing process-oriented evidence that complemented the test results (Fleonova & Tassone, 2018; Hofmann & Ruthven, 2018).

Teacher-researcher diaries and field notes were maintained throughout the intervention to record instructional decisions, reflections, cycle revisions, and emerging pedagogical issues. These records were particularly important in

documenting the iterative nature of CAR and justifying instructional modifications across cycles (Marpaung et al., 2023; Piñeiro-Otero, 2010).

Students also completed listening logs that documented the quantity and quality of podcast exposure both inside and outside the classroom. These logs provided evidence of listening frequency, engagement patterns, and MALL-supported learning experiences (Солодка et al., 2022; Errabo et al., 2024).

To explore students' perspectives, semi-structured interviews and perception questionnaires were administered. These instruments examined learners' motivation, experiences with scaffolding, collaborative learning processes, and perceptions of podcast-based extensive listening (Sotlikova & Haerazi, 2023; Nelson, 2015).

Finally, collaborative learning artefacts, including listening logs, summaries, role-play scripts, and podcast-response products, were collected as evidence of narrative comprehension, vocabulary development, and collaborative knowledge construction. These artefacts supported the triangulation of observational, quantitative, and self-reported data (Rodríguez et al., 2024; McConnachie et al., 2024).

The integration of quantitative data (tests and listening logs) and qualitative data (observations, interviews, journals, artefacts, and teacher diaries) enabled the convergence of evidence regarding learning outcomes, implementation processes, and mechanisms of change. Such triangulation strengthens both the internal validity and ecological validity of classroom action research and podcast-based language learning studies (Marpaung et al., 2023; Солодка et al., 2022; Rodríguez et al., 2024; Fleonova & Tassone, 2018).

Table 2. Interview Protocol

Domain	Core prompt	Purpose
Experience	"Tell me about your learning experience in using podcasts for extensive listening."	To explore students' overall experiences and feelings about podcast-based listening.
Success	"What successes did you achieve during the podcast-based listening activities?"	To identify students' perceived gains in motivation, comprehension, vocabulary, and participation.
Challenges	"What challenges did you experience during the activities?"	To identify obstacles such as unclear audio, noise, fast speech, and unfamiliar vocabulary.
Strategies	"How did you overcome these challenges?"	To explore coping strategies, including peer support, teacher clarification, and task management.
Learning	"What did you learn from the extensive listening activities?"	To identify perceived learning outcomes related to narrative comprehension, vocabulary, and focus.
Advantages and disadvantages	"What are the advantages and disadvantages of using podcasts for extensive listening?"	To understand students' evaluation of the podcast-based learning model.

Table 3. Reflective Journal Prompts

Domain	Core prompt	Purpose
Learning experience	Write a reflective journal about your experience in learning extensive listening using audio podcasts. / Tulis jurnal reflektif tentang pengalaman Anda belajar extensive listening menggunakan audio podcast.	To document students' learning experiences, including their affective and cognitive responses to podcast-based listening.
Learning challenges	Describe the challenges you experienced when learning extensive listening using audio podcasts. / Jelaskan tantangan yang Anda alami ketika belajar extensive listening menggunakan audio podcast.	To identify obstacles that affected comprehension or engagement, such as audio clarity, classroom noise, fast speech, and unfamiliar vocabulary.

Table 4. Student Observation Indicators during Intervention

Domain	Observable indicator	Example evidence
Engagement	Students show interest, enthusiasm, and positive responses during the activity.	Students respond attentively during pre-listening and show interest in the podcast topic.
Attention & focus	Students pay attention to teacher explanations and listening instructions.	Students remain on task during briefings and listening activities.
Active participation	Students respond, take turns, and contribute to classroom activities.	Students answer questions, volunteer responses, and begin tasks promptly.
Collaboration & peer support	Students work in groups, help one another, and contribute to shared products.	Students discuss answers, clarify vocabulary, and complete listening logs collaboratively.
Task completion	Students follow pre-, while-, and post-listening tasks.	Groups complete guided questions, listening logs, and summaries.
Oral & written communication	Students communicate their understanding orally and in writing.	Students present short responses and submit written summaries.
Narrative comprehension	Students identify key narrative elements and summarize the storyline.	Students recognize characters, setting, conflict, events, and moral message.
Help-seeking and strategy use	Students ask for clarification and use strategies when facing difficulty.	Students ask the teacher to repeat instructions, divide group roles, or compare answers with peers.
Barrier indicators (for reflection)	Students show signs of difficulty caused by audio, noise, speed, or vocabulary.	Students request audio repetition, report unclear sound, or show confusion during fast speech.

3.5 Data Analysis

The data were analysed using thematic analysis. The analysis followed six stages: familiarization with the data, initial coding, theme generation, theme review, theme definition, and reporting. The thematic analysis combined inductive and deductive coding procedures. Initial a priori codes were derived from the theoretical frameworks underpinning the study, including scaffolding, pre-teaching vocabulary, genre awareness, peer scaffolding, motivation, learner autonomy, and collaborative engagement. Additional emergent codes were generated from participants' responses and classroom interactions to capture unexpected implementation issues and learning experiences (Nadjib & Triastuti, 2023; Yazdanpanah & Khanmohammad, 2014; Bozorgian & Alamdari, 2017). The analytical procedure consisted of data familiarization, independent initial coding, categorization of codes into themes, thematic triangulation across quantitative and qualitative datasets, and member checking with selected participants to enhance trustworthiness (Nelson, 2015; Fleonova & Tassone, 2018). The expected themes included instructional implementation factors (e.g., vocabulary preparation, selective transcript use, CTML-based segmentation), learner engagement (motivation, peer scaffolding, self-regulated listening), and relationships between collaborative interaction and listening outcomes (Bozorgian & Alamdari, 2017; Safa & Motaghi, 2021; Rodríguez et al., 2024). The data sources included classroom observation notes, reflective journals, interview transcripts, and student learning artefacts.

First, the researcher read the observation notes, journals, and interview transcripts repeatedly to gain an overall understanding of the data. Second, initial codes were assigned to meaningful segments of the data, including students' responses, classroom behaviors, peer interaction, comprehension difficulties, and task completion. Third, related codes were grouped into broader themes. The themes were organized around the research questions, particularly the

implementation of podcast-based collaborative extensive listening and students' affective, cognitive, behavioral, and social engagement.

Fourth, the themes were reviewed by comparing evidence across data sources. Observation notes were compared with student journals, interview responses, and learning artefacts to identify convergent and divergent patterns. Fifth, the themes were refined and defined to ensure that each theme represented a clear aspect of the implementation or students' engagement. Finally, the findings were reported using descriptive explanation, classroom evidence, and selected student quotations.

The analysis was also connected to the CAR cycles. Reflections from each meeting were used to identify instructional issues, such as audio clarity, classroom noise, speech rate, lexical load, and students' need for peer support. These issues informed adjustments in subsequent cycles. In addition, the GBA stages were used as an analytical lens to examine how narrative listening was scaffolded through building knowledge, modeling, joint construction, and independent construction.

3.6 Ethical Considerations

Ethical procedures were applied throughout the study. Permission was obtained from the school before the intervention. Participation was voluntary, and informed consent was secured prior to data collection. Students were informed about the study purpose, classroom activities, and their right to withdraw without academic penalty.

Confidentiality was maintained by anonymizing students' identities in field notes, interview excerpts, journals, and reports. Podcast materials were selected to ensure age-appropriate content. Classroom activities were designed to maintain a supportive learning atmosphere and avoid excessive cognitive load. All data were stored securely and used only for research purposes.

3.7 Rationale and Trustworthiness

Podcasts were selected because they are accessible, low-cost, and capable of providing students with authentic spoken input. In this study, the use of podcasts was not treated as a stand-alone technological intervention. Instead, podcasts were embedded within collaborative learning routines and GBA-based scaffolding so that students could engage with narrative texts through structured support.

The trustworthiness of the study was strengthened through triangulation, repeated implementation across CAR cycles, and systematic documentation of classroom processes. Triangulation was achieved by comparing data from observations, reflective journals, interviews, and student learning artefacts. The repeated use of similar procedures across five meetings allowed the researcher to observe patterns of implementation and engagement over time.

The use of CAR further strengthened the trustworthiness of the study because each instructional cycle generated opportunities for systematic reflection and evidence-based revision. Through iterative planning, implementation, observation, and reflection, the researcher was able to identify challenges, refine pedagogical decisions, and validate emerging findings across multiple sources of evidence. This cyclical process aligns with recommendations in classroom action research and educational podcasting studies, which emphasize continuous improvement, contextual adaptation, and reflective practice as key elements of effective pedagogical innovation (Marpaung et al., 2023; Rodríguez et al., 2024; Piñeiro-Otero, 2010).

Credibility was supported through peer debriefing and member checking. Peer debriefing was used to discuss emerging interpretations, while member checking helped confirm whether selected interpretations reflected students' actual experiences. Transferability was supported through thick description of the school context, participants, instructional procedure, instruments, and classroom activities. Dependability was strengthened by documenting the CAR stages and the adjustments made after each cycle. These procedures helped ensure that the findings were grounded in classroom evidence and could inform similar EFL listening contexts.

4. Result

The results are organized according to the research questions. The first section presents how podcast-based collaborative extensive listening was implemented through GBA and CAR cycles. The second section describes students' engagement during the intervention. The third section reports the enabling and inhibiting conditions that influenced the implementation. The findings are based on classroom observations, reflective journals, semi-structured interviews, and student learning artefacts.

4.1 Implementation of Podcast-Based Collaborative Extensive Listening

The implementation of podcast-based collaborative extensive listening followed a consistent sequence across five meetings. Each meeting included pre-listening, while-listening, and post-listening activities. These activities were connected to the GBA stages of building knowledge, modeling, joint construction, and independent construction. The CAR cycle of planning, acting, observing, and reflecting was used to refine the instruction from one meeting to the next.

The first meeting introduced students to the purpose of extensive listening, the use of narrative podcasts, and the completion of group listening logs. During the pre-listening phase, the teacher activated students' prior knowledge of narrative texts by asking them to identify familiar types of narratives, such as fables, legends, myths, and fairy tales. Students were then guided to predict possible story elements before listening to the podcast. This stage helped students understand the listening task and prepared them to focus on the structure of the narrative.

In the second and third meetings, the collaborative listening routine became more stable. Students listened to selected narrative podcasts in small groups, completed shared listening logs, and discussed their answers with peers. During the while-listening phase, students identified key information, noted unfamiliar vocabulary, and compared their understanding with group members. The teacher circulated among groups, clarified instructions, and provided support when students had difficulty understanding the audio.

The fourth meeting provided extended practice using varied narrative materials. Although the podcast topic changed, the task structure remained similar so that students could apply the listening routine more independently. Students were expected to identify the storyline, characters, conflict, and moral message of the narrative. Group discussion helped students refine their answers before sharing them with the class.

The fifth meeting functioned as a consolidation session. Students participated in whole-class podcast listening, completed final reflective journals, and selected students joined semi-structured interviews. Observation notes from this session showed that students were more familiar with the stages of the activity and could complete the listening logs with less teacher direction than in the first meeting.

Overall, the implementation showed that podcast-based listening could be organized as a structured classroom routine when supported by clear instructions, group roles, listening logs, teacher guidance, and post-listening reflection. Figure 2 presents the procedural map of the five meetings.



Figure 2. Procedural Map of Implementation Across Five Meetings, Including Pre-, While-, and Post-Listening Routines with Narrative Texts

Table 5. Implementation Fidelity Indicators

Indicator	Operational focus	Example classroom evidence
Learning objectives	The teacher states the lesson aims and connects them to narrative listening comprehension.	The teacher explains that students will identify the setting, characters, conflict, events, and moral message of a narrative podcast.
Clarity of instructions	The teacher explains the pre-, while-, and post-listening tasks clearly before students begin.	The teacher demonstrates how to complete the listening log and checks students' understanding of the task.
Media and process facilitation	The teacher manages the podcast materials, audio quality, timing, and group process.	The podcast is played at an audible volume, and the teacher circulates among groups to provide clarification.
Student participation	Students listen collaboratively, complete the listening log, discuss answers, and submit group products.	Groups divide tasks, compare answers, discuss difficult vocabulary, and complete the worksheet.
Lesson closure	The teacher reviews the lesson, collects learning artefacts, and prompts reflection.	The class discusses key story elements, submits listening logs, and writes brief reflections on what helped or hindered comprehension.

4.2 Students' Engagement in Podcast-Based Collaborative Extensive Listening

Students' engagement during the intervention was identified through observation notes, journals, interviews, and artefacts. The findings revealed four forms of engagement: affective, cognitive, behavioural, and social. These appeared across five meetings, although their intensity varied according to audio clarity, noise, difficulty, and familiarity with routine.

Affective engagement was reflected in students' positive responses to podcast-based listening. Several students described the activity as enjoyable, interesting, and challenging. One student said, "I really enjoy learning using podcasts, because it is a challenge that my friend and I have to solve." Another noted that it was "exciting and fun" because group members worked together. This indicates that podcast materials and collaboration created an engaging atmosphere.

Cognitive engagement appeared in students' efforts to understand the storyline, identify key information, and learn vocabulary. Students reported becoming more focused because they had to follow the story and complete listening logs. One respondent stated, "Learning becomes more focused. I understand vocabulary and can understand the storyline." Artefacts showed groups identified narrative elements such as characters, setting, conflict, and moral message, indicating active processing.

Behavioural engagement was observed through participation. Students followed the pre-, while-, and post-listening sequence, worked in groups, completed listening logs, and submitted responses. Over time, they became familiar with the routine, began tasks faster, divided responsibilities, and asked for clarification.

Social engagement was evident in peer discussion and problem-solving. Students compared what they heard, clarified unfamiliar words, and negotiated answers. They valued peer work because it helped check understanding and reduce uncertainty.

Vocabulary development also emerged as a benefit, as podcasts introduced new words, phrases, and pronunciation models. However, unclear audio, noise, fast speech, and unfamiliar vocabulary sometimes hindered concentration and required support. Overall, podcast-based collaborative extensive listening promoted engagement, but its success depended on audio quality, noise control, task clarity, and vocabulary scaffolding.

Table 6. Student Engagement During Podcast-Based Collaborative Extensive Listening

Engagement dimension	Indicator	Sources of evidence	Selected evidence
Affective engagement	Students described the activities as enjoyable, interesting, motivating, and challenging in a positive way.	Interviews and reflective journals	"I really enjoy learning using podcasts, because it is a challenge that my friend and I have to solve." (Student 3) "This is very exciting and fun to learn because we can solve the problems we hear from the podcast." (Student 5)
Cognitive engagement	Students reported greater focus, better understanding of the storyline, and increased vocabulary awareness.	Interviews, reflective journals, and learning artefacts	"Learning becomes more focused. I understand more vocabulary and can understand the storyline." (Respondent 2)
Behavioral engagement	Students participated in group work, completed listening logs, asked for clarification, and submitted written products.	Classroom observations and student artefacts	Observation notes showed that groups completed guided questions, discussed answers, and submitted listening logs at the end of the session.
Social engagement	Students worked collaboratively, compared answers, clarified meaning, and supported one another during listening tasks.	Interviews, classroom observations, and group artefacts	"I really enjoy learning using podcasts, because it is a challenge that my friend and I have to solve." (Student 3)
Lexical engagement	Students noticed new words, useful phrases, and pronunciation models from the podcasts.	Interviews and reflective journals	"Learning using podcasts helped me expand my vocabulary and the interesting phrases. I use them for my daily conversation." (Student 4)
Barrier-regulated engagement	Students' engagement decreased when the audio was unclear, the classroom was noisy, speech was fast, or vocabulary was unfamiliar.	Interviews, reflective journals, and observation notes	"The difficulty was that the sound is not clear." (Student 1) "The classroom atmosphere was quite noisy so the audio couldn't be heard clearly." (Student 2)

4.3 Enabling and Inhibiting Conditions in the Implementation

The third research question examined the classroom conditions that supported or constrained the implementation of podcast-based collaborative extensive listening. The data showed that students' engagement and task completion were influenced by four main conditions: audio quality, classroom noise, podcast difficulty, and the clarity of task guidance.

Audio quality was one of the most important conditions. When the podcast could be heard clearly, students were more able to follow the storyline and complete the listening log. However, when the sound was unclear, students lost concentration and asked the teacher to repeat the audio or clarify the content. Interview responses also confirmed this issue. One student stated that unclear sound made the activity difficult, while another student explained that the audio became harder to understand when the classroom was noisy.

Classroom noise also influenced the listening process. During group activities, some students discussed their answers while others were still listening or trying to complete the log. This sometimes created overlapping voices and reduced concentration. Observation notes showed that students needed reminders to manage group discussion and maintain a suitable listening atmosphere. In later meetings, the teacher provided clearer instructions about when to listen, when to discuss, and when to write group answers.

Podcast difficulty was another factor affecting implementation. Some students found it difficult to understand fast speech and unfamiliar vocabulary. This challenge was especially visible during while-listening activities, when students had to identify key details and complete the listening log. To address this issue, the teacher provided vocabulary previews, repeated important parts of the audio when necessary, and encouraged students to compare their understanding with group members.

The clarity of task guidance supported students' participation. Students were more confident when the teacher explained the purpose of the activity, modelled how to complete the listening log, and gave examples of expected answers. Over the five meetings, students became more familiar with the routine and required less teacher direction. This suggests that repeated exposure to the same task sequence helped students understand what to do before, during, and after listening.

Overall, the findings indicate that podcast-based collaborative extensive listening was more effective when the audio was clear, classroom noise was controlled, podcast difficulty was manageable, and task instructions were explicit. These conditions became important points of reflection in the CAR cycles and informed adjustments from one meeting to the next.

Table 7. Findings Mapped to Research Questions

Research question	Main finding	Key evidence	Pedagogical implication
RQ1: How is podcast-based collaborative extensive listening embedded in GBA and CAR cycles implemented in a junior secondary EFL classroom?	The intervention was implemented through a repeated pre-, while-, and post-listening sequence connected to GBA stages and refined through CAR cycles.	Observation notes showed that students were introduced to podcast routines, worked in groups, completed listening logs, and reflected on the narrative content across five meetings.	Teachers should maintain a stable listening routine while gradually increasing student independence.
RQ1	Implementation fidelity was supported by clear objectives, task modelling, media facilitation, student participation, and lesson closure.	Classroom observations showed that the teacher explained objectives, modelled the listening log, monitored groups, and collected student artefacts.	A simple fidelity checklist can help teachers monitor whether each session follows the intended procedure.
RQ2: How do students engage affectively, cognitively, behaviourally, and socially during the intervention?	Students showed positive affective engagement by describing podcast listening as enjoyable and motivating.	Interview and journal data included descriptions such as "fun," "exciting," and "challenging."	Enjoyable and appropriately challenging listening materials can help sustain student interest.
RQ2	Students showed cognitive and lexical engagement through efforts to understand the storyline, identify narrative elements, and learn new vocabulary.	Students reported better focus, improved storyline understanding, and vocabulary gains; group artefacts showed attempts to identify characters, setting, conflict, and moral message.	Listening logs and narrative prompts can guide students' attention to both meaning and genre features.
RQ2	Students showed behavioural and social engagement through group work, peer discussion, task completion, and help-seeking.	Observation notes documented group discussion, answer comparison, clarification requests, and completion of listening logs.	Small-group routines and shared artefacts can encourage peer support and collaborative meaning-making.
RQ3: What enabling and inhibiting conditions influence the implementation?	Audio clarity, low classroom noise, manageable podcast difficulty, and clear task guidance supported engagement.	Students reported that unclear sound, noisy classrooms, fast speech, and unfamiliar vocabulary made listening difficult.	Teachers should test audio equipment, manage classroom noise, pre-teach key vocabulary, and provide explicit instructions before listening.

4.4 Summary of Results

The findings show that podcast-based collaborative extensive listening was implemented through a repeated sequence of pre-listening, while-listening, and post-listening activities. This sequence was connected to GBA stages and refined through CAR cycles. Across the five meetings, students became more familiar with the listening routine, group roles, and the use of listening logs.

The data also indicate that students demonstrated affective, cognitive, behavioural, and social engagement during the intervention. They described the activities as enjoyable and challenging, reported better focus and vocabulary awareness, participated in group tasks, and used peer discussion to clarify meaning. Student learning artefacts further showed that groups attempted to identify key narrative elements, including characters, setting, conflict, storyline, and moral message.

At the same time, the implementation was influenced by several classroom conditions. Clear audio, manageable podcast difficulty, explicit task guidance, and structured group work supported engagement. In contrast, unclear sound, classroom noise, fast speech, and unfamiliar vocabulary sometimes limited students' concentration and comprehension. These issues were addressed through teacher clarification, repeated instructions, vocabulary support, and adjustments in classroom management during the CAR cycles.

Overall, the results suggest that podcast-based collaborative extensive listening can be organized as a structured classroom routine for junior secondary EFL learners when it is supported by clear scaffolding, manageable materials, collaborative tasks, and reflective adjustment across cycles.

5. Discussion

This study investigated the implementation of podcast-based collaborative extensive listening embedded in GBA and CAR cycles in a junior secondary EFL classroom. The findings indicate that the intervention supported students' engagement with narrative listening tasks and provided a practical model for integrating authentic audio materials, peer collaboration, genre-oriented scaffolding, and reflective classroom improvement. The discussion interprets these findings in relation to previous studies and the theoretical perspectives informing the study.

5.1 Implementation of Podcast-Based Collaborative Extensive Listening

The implementation of podcast-based collaborative extensive listening was supported by a stable pre-, while-, and post-listening sequence. This structure helped students understand what to do before, during, and after listening. In the pre-listening stage, students activated prior knowledge of narrative texts, reviewed key vocabulary, and prepared to identify story elements. In the while-listening stage, they listened to the podcast, completed group listening logs, monitored their understanding, and compared interpretations with peers. In the post-listening stage, they summarized the story, reflected on difficulties, and discussed the moral or communicative message of the narrative.

The integration of podcasts, GBA, and CAR created a structured and repeatable listening routine. Podcasts provided authentic spoken input that could be scheduled repeatedly as part of extensive listening practice. GBA made the communicative purpose, generic structure, and target lexis of narrative texts more explicit, allowing the teacher to design a predictable cycle of preparation, listening performance, and follow-up tasks. CAR strengthened this process by enabling iterative adaptation of podcast selection, language level, task sequence, and scaffolding based on classroom evidence. In this sense, the intervention was not simply the use of podcasts as digital media, but a pedagogically organized listening routine refined through planning, acting, observing, and reflecting.

This finding is consistent with previous studies emphasizing the value of staged listening instruction. Pre-listening activities help activate learners' background knowledge, orient them to the genre, and establish listening purposes (McConnachie et al., 2024; Marpaung et al., 2023). In narrative listening, pre-listening is particularly important because orientation to narrative structure, such as orientation, complication, and resolution, can support top-down prediction and reduce the cognitive burden of processing unfamiliar audio. Pre-teaching vocabulary and common collocations can also help learners maintain global comprehension when listening to a text that contains new lexical items (Bozorgian & Alamdari, 2017).

While-listening activities were also central to the intervention. Segmenting the audio, using guided listening logs, and encouraging paired or group verification enabled students to monitor comprehension and test their predictions during listening. From a CTML perspective, segmentation helps learners process information in manageable units rather than being overwhelmed by continuous oral input (Lamb, n.d.; Moody et al., 2018). From a sociocultural perspective, collaborative while-listening tasks allow students to work within their ZPD through peer scaffolding, joint construction,

and shared problem-solving. This is particularly relevant for narrative podcasts because students must process both global storyline and specific lexical details.

Post-listening activities provided opportunities for reconstruction and consolidation. By summarizing the story, discussing the moral message, and reflecting on listening difficulties, students were encouraged to transform what they heard into oral or written products. GBA strengthened this process by reconnecting students' responses to the communicative function of narrative texts and the language choices used to realize that function. Such post-listening reconstruction supports retention, vocabulary use, and transfer from listening comprehension to production (McConnachie et al., 2024). Therefore, the pre-/while-/post-listening sequence functioned as a practical bridge between authentic podcast input, genre awareness, and classroom-based reflection.

The integration of GBA was important because it helped students approach podcasts as narrative texts rather than as isolated audio materials. By focusing on characters, setting, conflict, sequence of events, resolution, and moral message, students were guided to listen for genre-specific meaning. This supports the view that GBA can help learners understand how texts are organized for particular communicative purposes (Horvathova & Křištofůvčová, 2020; Suryadi & Yulandari, 2022). In this study, GBA provided the pedagogical structure, podcasts supplied authentic spoken input, and CAR enabled repeated refinement of classroom implementation.

5.2 Student Engagement in Podcast-Based Collaborative Listening

The findings show that student engagement was multidimensional. Students demonstrated affective, cognitive, behavioral, and social engagement during the intervention. These dimensions were interconnected because the collaborative format provided social support, opportunities for authentic practice, and a task structure that helped students internalize listening strategies gradually.

Affective engagement appeared in students' descriptions of the activities as enjoyable, interesting, and motivating. These responses suggest that authentic podcast materials and collaborative problem-solving created a more positive listening atmosphere. Peer interaction can reduce listening anxiety because students do not have to face difficult oral input alone. Instead, they can rely on group members to confirm meaning, clarify vocabulary, and share responsibility for task completion. This finding is consistent with studies showing that podcast-based and peer-supported learning can increase interest, comfort, and learner ownership (Sotlikova & Haerazi, 2023; Miranty, 2023).

Cognitive engagement was reflected in students' efforts to follow the storyline, identify key narrative elements, and learn new vocabulary. The use of listening logs appeared to guide students' attention to important information in the podcast. Peer discussion also helped students clarify meaning, compare interpretations, and reconstruct the narrative. Collaborative learning can distribute cognitive load because learners share the work of predicting, monitoring, verifying, and elaborating meaning (Puyana, 2022). In this study, group discussion before and after listening helped students process the narrative more deeply and supported lexical uptake through repeated exposure and explanation.

Behavioral engagement was evident in students' participation in group work, completion of listening logs, and submission of learning artefacts. The repeated task structure encouraged students to take part in listening routines more consistently across meetings. Group responsibility also appeared to support task completion because students needed to contribute to shared products. This finding is consistent with research suggesting that paired or joint listening tasks can increase active participation, time on task, and frequency of exposure compared with purely individual listening activities (Bozorgian & Alamdari, 2017).

Social engagement was visible in peer discussion and group problem-solving. Students compared what they heard, discussed unfamiliar words, negotiated answers, and supported one another before submitting their logs. This finding reflects sociocultural theory, which views learning as a socially mediated process. Collaborative listening created a space in which students could use peers as informal more capable others to complete tasks that might have been too difficult individually. Previous studies also report that peer scaffolding and dialogic interaction can support listening comprehension, vocabulary uptake, and strategy development (Rodríguez et al., 2024; Mulero-Henríquez et al., 2024; Niño, n.d.).

Vocabulary awareness emerged as an important outcome of engagement. Students reported noticing new words, useful phrases, and pronunciation patterns from the podcasts. This finding aligns with studies indicating that podcasts can support vocabulary learning through repeated exposure to meaningful spoken input (Bozorgian & Shamsi, 2022). However, the findings also suggest that vocabulary learning was not automatic. Students needed pre-teaching, repetition, selective clarification, and peer discussion to make unfamiliar vocabulary more accessible.

5.3 Peer Scaffolding and Sociocultural Mediation

The findings provide support for sociocultural perspectives on language learning. In this study, collaboration functioned as a mechanism of social mediation. Students did not only listen individually; they used interaction to clarify meaning, repair misunderstanding, and co-construct responses to the podcast. This process is consistent with Vygotsky's view that learning develops through mediated activity and that the ZPD represents the space in which learners can achieve more with support than they can independently.

Peer scaffolding was observed when students explained vocabulary, corrected misheard information, compared answers, and helped one another complete listening logs. Teacher scaffolding also played an important role through modelling, clarification, task guidance, and feedback. The combination of teacher support and peer mediation helped students manage the difficulty of authentic listening input. Previous studies similarly show that structured peer scaffolding, dialogic support, and graduated assistance can improve language learning performance and engagement (Abdulaal et al., 2024; Rodríguez et al., 2024; Mulero-Henríquez et al., 2024).

The GBA stages also strengthened sociocultural mediation. Building knowledge and modeling provided explicit support before students worked more collaboratively in joint construction. During joint construction, students negotiated meaning together and used teacher guidance to refine their understanding of the narrative. This process illustrates how genre knowledge can be internalized through social interaction. McConnachie et al. (2024) similarly emphasize that explicit genre work and collaborative reconstruction can help learners understand textual organization more functionally. Thus, the present study shows that GBA and collaborative listening can work together to support both comprehension and genre awareness.

5.4 Conditions Influencing the Implementation: A CTML Perspective

The findings indicate that classroom conditions strongly influenced the success of podcast-based collaborative extensive listening. Clear audio, manageable podcast length, explicit task guidance, and structured group work supported student engagement. In contrast, unclear sound, classroom noise, fast speech, and unfamiliar vocabulary sometimes limited students' concentration and comprehension.

These findings can be interpreted through the Cognitive Theory of Multimedia Learning. CTML assumes that learners have limited processing capacity and that instructional design should reduce extraneous load while supporting essential processing. Poor audio quality, background noise, low signal clarity, and unfamiliar accents increase extraneous processing demands because students must spend more effort simply decoding the sound. As a result, fewer cognitive resources remain for integrating information and constructing a coherent mental representation of the story (Piñeiro-Otero, 2012; Lamb, n.d.).

The findings also show that lexical difficulty affected students' comprehension. When a podcast contained too many unfamiliar words, students struggled to maintain global understanding. This reflects increased intrinsic cognitive load. Pre-teaching key vocabulary, using selective transcripts, and providing guiding questions can reduce this difficulty and support both comprehension and lexical uptake (McConnachie et al., 2024; Weiß & König, 2022). In this study, vocabulary previews and peer explanation helped students manage unfamiliar lexis during listening.

Task clarity was another important condition. When students understood the purpose of the activity, the structure of the listening log, and the expected output, they could focus more effectively on relevant aspects of the podcast. Explicit instructions, metacognitive prompts, and collaborative rubrics can guide attention and reduce unnecessary confusion during listening (Marxer & Purwins, 2022; Puyana, 2022; Romero et al., 2022). This explains why students became more independent after repeated exposure to the same task sequence.

CTML also helps explain why segmenting and signalling were useful in podcast-based listening. Segmenting audio into manageable parts allows learners to process information gradually, while signalling through guiding questions or narrative prompts directs attention to important details. Enhanced podcast designs that combine audio with relevant visual or textual support have been shown to improve recall and comprehension when designed according to multimedia learning principles (Piñeiro-Otero, 2010; Mulero-Henríquez et al., 2024; Lamb, n.d.). Therefore, the success of podcast-based listening depends not only on the authenticity of the materials but also on how the materials are structured and supported pedagogically.

5.5 Contribution of the Study

The main contribution of this study lies in its integrated pedagogical model of podcast-based collaborative extensive listening, GBA, and CAR. Previous studies have examined podcasts for listening instruction, GBA for genre

awareness, and collaborative learning for peer support, but these components are often investigated separately. This study shows how they can be combined into a structured classroom model for junior secondary EFL learners.

First, the model provides an iterative and contextualized listening routine. CAR enables the teacher and researcher to adapt podcast selection, lexical level, task sequence, and scaffolding based on classroom evidence. This makes extensive listening more sustainable and responsive to students' needs. Second, the model supports vocabulary uptake and narrative comprehension by combining pre-teaching of key lexis, CTML-informed segmentation, selective support, and peer interaction within the ZPD. Third, the model promotes motivation, autonomy, and participation because podcasts provide flexible authentic input, while collaborative tasks encourage shared responsibility and social engagement (Sotlikova & Haerazi, 2023; Niño, n.d.).

The study also contributes practical evidence for teachers. It shows that podcast-based listening requires more than selecting interesting audio. Teachers need to prepare genre-oriented tasks, manage audio conditions, provide vocabulary support, organize peer collaboration, and reflect on classroom evidence after each cycle. In this regard, the model can support teacher professional development because CAR encourages systematic reflection on material selection, scaffolding, and classroom evaluation. The findings therefore extend previous work on GBA and listening instruction by showing how genre-based scaffolding can be operationalized through podcast-mediated collaborative routines (Horvathova & Křištofovičová, 2020; McConnachie et al., 2024).

5.6 Implications for Practice and Research

The findings offer several implications for EFL teaching. First, teachers can use podcasts as authentic listening materials, but the materials should be selected carefully according to students' proficiency, topic familiarity, speech rate, lexical density, and audio quality. Second, podcast activities should be supported by pre-listening preparation, guided while-listening tasks, and post-listening reconstruction. Third, GBA can be used to make the communicative purpose, structure, and language features of narrative texts explicit. Fourth, collaborative routines such as group listening logs and peer discussion can help students negotiate meaning and reduce the difficulty of listening individually.

Teachers should also pay close attention to classroom conditions. Audio equipment should be tested before the lesson, classroom noise should be managed, and key vocabulary should be introduced before listening. When students face difficulty, teachers can provide repetition, clarification, segmented listening, and additional scaffolding. These practical adjustments are especially important in junior secondary classrooms, where learners may still need substantial support in processing authentic spoken English.

For future research, this study suggests the need for broader investigation involving more participants and different school contexts. Because this study used a qualitative CAR design in one classroom, the findings should not be generalized too broadly. Future studies could include pre-test and post-test measures to examine measurable changes in listening comprehension. Longitudinal research could also investigate whether improvements in engagement, vocabulary awareness, and narrative comprehension are sustained over time. In addition, future research may compare audio-only podcasts, enhanced podcasts, and video-based materials to examine how different types of multimedia support influence cognitive load, comprehension, and vocabulary learning.

6. Conclusion

This study examined the implementation of podcast-based collaborative extensive listening embedded in GBA and CAR cycles in a junior secondary EFL classroom. The findings indicate that podcasts can support EFL listening instruction when they are not used as stand-alone digital materials, but are integrated into structured pre-, while-, and post-listening activities, collaborative group work, and genre-based scaffolding. Across the five meetings, students became more familiar with the listening routine, participated in group discussion, completed listening logs, and reflected on their comprehension of narrative texts.

The study shows that podcast-based collaborative listening supported students' affective, cognitive, behavioral, and social engagement. Students described the activities as enjoyable and challenging, reported better focus and vocabulary awareness, and used peer discussion to clarify meaning. The GBA stages helped direct students' attention to narrative elements such as characters, setting, conflict, storyline, and moral message, while the CAR cycles allowed the teacher and researcher to identify classroom problems and adjust the instruction from one meeting to the next.

The findings also highlight the importance of classroom conditions in podcast-based listening instruction. Clear audio, manageable podcast difficulty, explicit task guidance, and structured group routines supported student engagement. In contrast, unclear sound, classroom noise, fast speech, and unfamiliar vocabulary sometimes limited students'

concentration and comprehension. These findings suggest that successful podcast-based listening requires careful preparation of audio materials, vocabulary support, classroom management, and opportunities for peer scaffolding.

The main contribution of this study lies in its integrated model of podcast-based collaborative extensive listening. By combining authentic podcast materials, GBA-oriented narrative scaffolding, peer collaboration, and CAR-based reflection, the study offers a practical framework for junior secondary EFL listening pedagogy. This model may be useful for teachers who wish to incorporate digital audio into classroom instruction while maintaining clear pedagogical structure and learner support.

This study has several limitations. It involved one Grade VIII class in a single school and used a qualitative CAR design; therefore, the findings should be interpreted as context-specific rather than broadly generalizable. Future studies may involve larger and more diverse samples, include pre-test and post-test measures to examine measurable changes in listening comprehension, and investigate whether students' engagement, vocabulary awareness, and narrative comprehension are sustained over time.

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Authors contributions

Cand. Dr. Abdul Kodir Al-Baekani, S.Pd., M.Pd. conceived the study, designed the research, conducted the classroom intervention, collected and analysed the data, and drafted the manuscript. Prof. Dr. Dra. Roswita Lumban Tobing, M.Hum. supervised the research process, contributed to the conceptual framework, interpreted the findings, and critically revised the manuscript. Dr. Sukarno, S.Pd. M.Hum. contributed to the research design, provided methodological guidance, validated the data interpretation, and critically reviewed the manuscript for important intellectual content. All authors read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

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