QO‘QON DAVLAT PEDAGOGIKA INSTITUTI ILMIY XABARLARI
(2026-yil 5-son)

PEDAGOGIKA
PEDAGOGY

https://doi.org/10.70728/c.series.ped.v08.i05.214

# DESIGNING PODCAST-BASED LISTENING TASKS FOR STUDENTS IN KARAKALPAKSTAN

***Baymuratova Saltanat Jaksimbaevna***
*2nd-year doctoral student of Karakalpak State University*

**Abstract**. This study investigates the effectiveness of designing podcast-based listening tasks for students in Karakalpakstan. In particular, it focuses on how structured tasks at pre-, while-, and post-listening stages enhance listening comprehension, engagement, and learner autonomy. A quasi-experimental design was employed, involving an experimental group exposed to podcast-based instruction and a control group receiving traditional listening practice. The findings reveal that the experimental group demonstrated significantly higher improvement in understanding main ideas, identifying details, and interpreting meaning. Moreover, students reported increased motivation and confidence when working with authentic podcast materials. Therefore, the study emphasizes that not only the use of podcasts but also the quality of task design plays a crucial role in improving listening skills in EFL contexts.

**Keywords**: podcast-based learning, listening comprehension, EFL, Karakalpakstan, learner autonomy

**Annotatsiya**. Ushbu tadqiqot Qoraqalpog‘istondagi talabalar uchun podkast asosida tinglab tushunish topshiriqlarini ishlab chiqish samaradorligini o‘rganadi. Xususan, pre-listening, while-listening va post-listening bosqichlarida tuzilgan topshiriqlarning tinglab tushunish, faollik va mustaqil o‘rganishga ta’siri tahlil qilinadi. Tadqiqotda kvazi-eksperimental dizayn qo‘llanilib, tajriba guruhi podkast asosida o‘qitilgan, nazorat guruhi esa an’anaviy usullar bilan shug‘ullangan. Natijalar shuni ko‘rsatdiki, tajriba guruhi asosiy g‘oyani tushunish, tafsilotlarni aniqlash va ma’noni izohlashda sezilarli darajada yuqori natijalarga erishdi. Bundan tashqari, talabalar motivatsiya va ishonchning oshganini qayd etdilar.

**Kalit so‘zlar:** podkast asosida o‘qitish, tinglab tushunish, ingliz tili ta’limi, Qoraqalpog‘iston, mustaqil o‘rganish

**Аннотация**. Данное исследование направлено на изучение эффективности разработки заданий по аудированию на основе подкастов для студентов Каракалпакстана. Особое внимание уделяется роли структурированных этапов (до, во время и после прослушивания) в развитии навыков аудирования, вовлеченности и автономии

обучающихся. В исследовании использован квази-экспериментальный дизайн с участием экспериментальной и контрольной групп. Результаты показали, что студенты экспериментальной группы достигли более высоких показателей в понимании основной идеи, выявлении деталей и интерпретации смысла. Кроме того, было отмечено повышение мотивации и уверенности при работе с аутентичными подкастами.

**Ключевые слова:** обучение на основе подкастов, аудирование, обучение английскому языку, Каракалпакстан, автономия обучающихся

**Introduction**. In the contemporary era of digital transformation, language education has shifted from traditional teacher-centered approaches to more learner-centered and technology-enhanced methodologies. As David Crystal notes, modern communication technologies have expanded access to authentic language use, thereby increasing the importance of real-life input in language learning [1]. Consequently, digital tools such as podcasts have become valuable resources for developing listening skills. Moreover, listening plays a central role in second language acquisition. According to Stephen Krashen, language acquisition occurs most effectively through exposure to comprehensible input [2]. In this regard, podcasts offer rich and meaningful input through authentic speech, varied accents, and contextualized vocabulary. At the same time, listening is not a passive activity. Larry Vandergrift emphasizes that listening involves active cognitive processes such as prediction, inference, and interpretation [4]. Therefore, effective listening instruction should engage learners in purposeful and structured tasks. Furthermore, Jack C. Richards highlights the importance of integrating both bottom-up and top-down processing skills in listening activities [3]. In addition, Zheng B., Niiya M., and Warschauer M. argue that digital tools enhance learner autonomy and motivation, allowing students to access learning materials beyond the classroom [5, 357-374]. In regions such as Karakalpakstan, where exposure to authentic English input is relatively limited, podcast-based learning provides significant opportunities. On the one hand, it offers access to real-world language use; on the other hand, it supports the development of intercultural competence. However, despite these advantages, the effectiveness of podcasts depends largely on the design of listening tasks. Therefore, this study aims to explore how podcast-based listening tasks can be effectively designed and implemented to improve students’ listening comprehension and engagement in the context of Karakalpakstan.

**Methodology**. In order to investigate the effectiveness of podcast-based listening tasks, this study employed a quasi-experimental research design. Specifically, two groups were selected: an experimental group and a control group. While the control group received traditional listening instruction based on textbooks, the experimental group was taught through podcast-based listening tasks. Thus, a comparative framework was established to measure the impact of the intervention. The participants consisted of 60 undergraduate students from higher educational institutions in Karakalpakstan. Importantly, all participants were at an intermediate (B1–B2)

level of English proficiency. Moreover, they were randomly assigned to the two groups in order to ensure objectivity and comparability. With regard to materials, authentic English-language podcasts were carefully selected. In particular, the selection criteria included relevance to students' academic and social interests, moderate speech rate, and cultural appropriateness. Furthermore, each podcast was accompanied by structured tasks designed at three stages: pre-listening, while-listening, and post-listening. For instance, pre-listening tasks activated background knowledge, while-listening tasks focused on comprehension, and post-listening tasks encouraged reflection and discussion. The procedure was conducted over an eight-week period. Firstly, both groups completed a pre-test to determine their initial listening proficiency. Subsequently, the experimental group engaged in podcast-based activities twice a week, whereas the control group followed conventional exercises. Finally, a post-test was administered to evaluate progress. In addition to quantitative data, qualitative data were collected through questionnaires. Therefore, students' perceptions and attitudes toward podcast-based learning were also analyzed. Overall, the data were examined using statistical comparison and thematic analysis. As a result, the methodology ensured both reliability and validity of the findings.

**Results**. The results of the study clearly confirm the effectiveness of podcast-based listening task design for students in Karakalpakstan. Firstly, the pre-test results demonstrated that both the experimental and control groups had nearly identical listening proficiency, which ensured the reliability of comparison. However, after the eight-week implementation of structured podcast-based tasks, significant differences were observed.

In particular, the experimental group, which worked with carefully designed podcast tasks (pre-, while-, and post-listening stages), showed an average improvement of 25%, whereas the control group improved by only 10%. For example, in a podcast episode on "university life," students in the experimental group successfully completed while-listening tasks such as note-taking and gap-filling, accurately identifying key details like reasons for studying abroad and daily challenges. By contrast, control group students often failed to capture complete information.

Moreover, task design played a crucial role in developing specific listening sub-skills. For instance, pre-listening prediction tasks helped students anticipate content; as a result, during listening, they were able to identify main ideas more effectively. In one case, after predicting vocabulary related to "environmental issues," students correctly understood a podcast about climate problems in Central Asia.

In addition, post-listening discussion tasks enhanced deeper comprehension. For example, students were asked to summarize a podcast about "cultural differences," and many were able to explain not only facts but also the speaker's attitude. This indicates improvement in interpretive listening skills.

Furthermore, students reported that structured podcast tasks—such as replaying segments, answering guiding questions, and participating in group discussions—helped them stay focused.

Consequently, they became more confident in understanding authentic speech, including different accents and natural speaking speed.

Overall, the findings demonstrate that not podcasts alone, but well-designed podcast-based tasks, significantly improve listening comprehension, engagement, and learner autonomy in the Karakalpakstan EFL context.

**Discussion**. The findings of this study provide strong evidence that well-designed podcast-based listening tasks significantly enhance students' listening competence in the EFL context of Karakalpakstan. First of all, the results confirm that improvement in listening skills is not merely the result of exposure to audio materials; rather, it is the outcome of structured pedagogical design. In other words, the effectiveness of podcasts depends largely on how tasks are organized before, during, and after listening. In particular, the success of pre-listening activities supports the view that activating background knowledge facilitates comprehension. As a result, students were better prepared to process incoming information. Similarly, while-listening tasks, such as note-taking and guided questions, helped learners focus on key details and discourse structure. Therefore, listening became an active cognitive process rather than passive reception. Moreover, the findings align with theoretical perspectives in second language acquisition. For instance, exposure to authentic podcasts provided learners with meaningful input, which contributed to improved comprehension and vocabulary development. At the same time, the integration of post-listening tasks—such as summarizing and discussion—encouraged deeper processing and critical thinking. Consequently, students developed not only understanding but also interpretive skills. Furthermore, the study highlights the role of podcasts in increasing learner motivation and autonomy. Since students were able to replay episodes, control listening speed, and practice outside the classroom, they became more independent learners. This is particularly important in Karakalpakstan, where access to authentic English input is limited in everyday life. However, certain challenges must also be considered. For example, without proper guidance, students may struggle with fast speech or unfamiliar accents. In addition, limited technological resources in some educational settings may affect implementation. Therefore, teachers must carefully select materials and adapt tasks to students' proficiency levels. Overall, the discussion demonstrates that effective task design is the key factor in maximizing the educational potential of podcasts in listening instruction.

**Conclusion**. In conclusion, the present study has demonstrated that podcast-based listening tasks, when carefully designed and systematically implemented, significantly improve students' listening comprehension in the context of Karakalpakstan. First of all, the findings revealed that students who engaged with structured podcast activities outperformed those who followed traditional listening methods. Therefore, it can be argued that podcasts, combined with effective task design, provide a more dynamic and impactful learning experience. Moreover, the study confirmed that the success of podcast-based learning lies not only in the use of authentic audio materials but also in the integration of pre-listening, while-listening, and post-listening

stages. As a result, students were able to develop essential listening sub-skills, such as identifying main ideas, understanding details, and interpreting meaning in context. In addition, they became more confident in dealing with natural speech, including different accents and speaking speeds. Furthermore, the research highlighted the importance of podcasts in promoting learner motivation and autonomy. Since students had the opportunity to control their learning process—by replaying, pausing, and reflecting—they became more actively involved in their own development. Consequently, podcast-based tasks contributed not only to linguistic improvement but also to independent learning habits. Overall, this study suggests that integrating podcast-based listening tasks into EFL instruction is both practical and effective. Finally, future research may explore the long-term impact of such approaches and their potential for developing other language skills, including speaking and pronunciation.

## References

1. Crystal, D., & Alan, C. L. (Eds.). (2023). A dictionary of linguistics and phonetics. John Wiley & Sons.
2. Krashen, S. D. (1985). The input hypothesis: Issues and implications. (No Title).
3. Richards, J. C. (2015). Key issues in language teaching. Cambridge University Press.
4. Vandergrift, L., & Goh, C. C. M. (2012). Teaching and learning second language listening: Metacognition in action (Vol. 12). New York: Routledge.
5. Zheng, B., Niiya, M., & Warschauer, M. (2015). Wikis and collaborative learning in higher education. Technology, pedagogy and education, 24(3), 357-374.