



## DEVELOPING LISTENING SKILLS THROUGH PODCASTS AND YOUTUBE VIDEOS

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### KEYWORDS

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### ABSTRACT

*In today's technology-driven classrooms, teachers are increasingly turning to online resources to improve students' language proficiency. Among these, podcasts and YouTube videos stand out as powerful tools for enhancing listening comprehension. They expose learners to authentic language, diverse accents, and real communication contexts. This thesis discusses effective strategies for integrating podcasts and YouTube videos into English lessons to develop listening skills and increase student motivation*

### Introduction

Listening is one of the most essential but challenging skills for English learners. Unlike reading, it requires immediate understanding and quick processing of information. In many traditional classrooms, listening lessons rely on outdated textbook recordings that rarely capture students' attention or reflect real-life communication.

In contrast, podcasts and YouTube videos offer authentic, engaging, and flexible content that makes language learning more meaningful. They allow students to hear natural speech patterns, learn new vocabulary in context, and gain exposure to different cultures and accents. The use of such materials also supports modern teaching approaches, such as **Communicative Language Teaching (CLT)** and **Krashen's Input Hypothesis**, which highlight the importance of interesting and comprehensible input for language development.

### Theoretical Framework

Stephen Krashen (1982) argues that students acquire language best when they are exposed to content that is both understandable and engaging. Podcasts and YouTube videos fit this principle perfectly, offering rich linguistic input within real communicative contexts. Similarly, Mayer's (2001) **Multimedia Learning Theory** suggests that learners retain information more effectively when both visual and auditory channels are used.

Podcasts train learners to comprehend extended spoken texts, while YouTube videos combine verbal and visual information — gestures, expressions, and settings — making comprehension easier. This dual input not only improves listening ability but also develops learners' cultural and contextual awareness.

### Methodology and Teaching Stages

Incorporating podcasts and YouTube videos into English lessons can be done systematically through **three stages: pre-listening, while-listening, and post-listening.**

**1.Pre-listening stage:**

The teacher introduces the topic, discusses background information, and teaches key vocabulary. Students are encouraged to predict what they will hear.

**2.While-listening stage:**

Students listen to a podcast segment or watch a short video, focusing on understanding the main ideas and specific details. Teachers can pause the recording for clarification or use comprehension questions to check understanding.

**3.Post-listening stage:**

Students summarize what they heard, discuss main themes, or complete creative tasks such as role-plays or mini-presentations. This stage helps consolidate vocabulary and improve speaking fluency.

Podcasts such as *BBC Learning English*, *6 Minute English*, and *ESLPod*, as well as YouTube channels like *TED-Ed* and *EnglishClass101*, provide rich and suitable material for classroom use. Teachers can also encourage students to choose their own favorite podcasts or channels, summarize episodes weekly, and share what they learned with classmates — a great way to promote learner autonomy and motivation.

**Results and Discussion**

Classroom observations and learner feedback demonstrate that the use of podcasts and YouTube videos significantly improves students' listening comprehension and vocabulary retention. Exposure to authentic content helps learners adapt to various accents and speaking speeds, making them more confident listeners.

Students report that lessons with multimedia content are more enjoyable and engaging than traditional audio exercises. Teachers also notice higher participation rates, better comprehension, and improved pronunciation accuracy.

However, several challenges exist — finding level-appropriate materials, managing limited lesson time, and ensuring focus on educational goals rather than entertainment. These challenges can be overcome by setting clear objectives, preparing guiding questions, and selecting short, meaningful clips rather than long videos.

**Conclusion**

The integration of podcasts and YouTube videos into English language teaching has proven to be an effective approach to developing listening skills. These tools make the learning process dynamic, interactive, and closely connected to real-world communication.

Teachers are encouraged to start small — by introducing short, topic-based audio or video clips — and gradually expand the use of digital resources in their lessons. When applied thoughtfully, such materials not only strengthen listening comprehension but also increase learners' confidence, motivation, and curiosity about the English language and culture.

Future studies may explore how regular use of podcasts and videos affects long-term language development and the role of subtitles or transcripts in improving comprehension.

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