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Impact of Repetitive Listening, Listening-Aid and Podcast Length on EFL Podcast Listening

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Abstract

Repeated listening to English as a Foreign Language (EFL)/second language (L2) podcast has been recognized as cognitively beneficial, while it is usually perceived as boring by learners. As part of a two-year project funded by the Scientific and Technological Research Council of Turkey (TUBITAK, Grant No:113K727), the present study examined the effects of EFL-podcast length, repetitive listening and a listening aid on the listening comprehension of Turkish pre-service EFL teachers. The study was conducted using a repeated measure experimental design with 29 pre-service EFL teachers and 24 different “listening treatments”. The listening activities were delivered via Tablet PCs in Lab conditions. Qualitative data was compiled at the end of the experiment as a complement to quantitative data in order to better understand the perceived attentional and motivational factors identified during the study. Data showed that podcast length, repetitive listening and use of a listening aid had a significant impact on listening comprehension. Although repetitive listening was perceived as boring, it helped to improve comprehension and attention, and podcast topics and the use of Tablet PCs were perceived as motivating. These findings highlight the notion that using a listening aid can facilitate listening comprehension and help to reduce the number of repetitions required to achieve similar levels of comprehension.

Keywords: adult learning, media in education, pedagogical issues, teaching/learning strategies, improving classroom teaching

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