



Libyan University Students' Attitudes towards Using Podcasts and Audiobooks for Learning English

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انطباع وتصور طلاب الجامعات الليبية نحو استخدام البودكاست والكتب الصوتية لتعلم اللغة الإنجليزية

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Abstract:

This research explores Libyan university students' perceptions of the use of podcasts and audio books as tools for learning English as a Foreign Language (EFL). Employing a quantitative research method, data were collected online through questionnaires distributed to third-year students of English in three Libyan Universities. The study involved a sample of 76 students and aimed to evaluate the effectiveness, flexibility, and motivational factors associated with these audio tools.

The results indicated that podcasts and audiobooks significantly enhance EFL learners' speaking skills, familiarize them with the cultural and social contexts of the English language, and encourage continuous learning outside the classroom. A substantial majority of participants found these tools easy to navigate and valued their free accessibility. Additionally, the flexibility of being able to listen at their convenience was highly appreciated, supporting learner autonomy and engagement.

The study's findings underscore the potential of integrating podcasts and audiobooks into the EFL curriculum, highlighting their role in fostering independent learning and improving overall language proficiency. The research offers valuable insights for EFL instructors and curriculum developers, recommending the inclusion of these tools as part of the formal education syllabus to enhance the language learning experience.

Keywords: Podcasts, Audiobooks, EFL (English as a Foreign Language), Language Learning, Speaking Skills.

المخلص

يسلط الضوء هذا البحث على تصورات طلاب الجامعات الليبية لاستخدام البودكاست والكتب الصوتية كأدوات لتعلم اللغة الإنجليزية كلغة أجنبية (EFL). باستخدام منهجية بحث كمي، جُمعت البيانات عبر الإنترنت من خلال استبيانات وُرعت على طلاب السنة الثالثة في قسم اللغة الإنجليزية في ثلاث جامعات ليبية. شملت الدراسة عينة من 76 طالبًا، وهدفت إلى تقييم فعالية ومرونة وعوامل التحفيز المرتبطة بهذه الأدوات الصوتية.

خلصت النتائج إلى أن البودكاست والكتب الصوتية تُعزز بشكل كبير مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية، وتُعرفهم على السياقات الثقافية والاجتماعية للغة الإنجليزية، وتُشجع على التعلم المستمر خارج الفصل الدراسي. حيث وجدت غالبية كبيرة من المشاركين سهولة في استخدام هذه الأدوات، وقَدروا إمكانية الوصول إليها مجانًا. بالإضافة إلى ذلك، حظيت مرونة الاستماع في أي وقت بتقدير كبير، مما يدعم استقلالية المتعلم وتفاعله.

تُبرز نتائج الدراسة إمكانات دمج البودكاست والكتب الصوتية في مناهج اللغة الإنجليزية كلغة أجنبية، مُسلِّطة الضوء على دورها في تعزيز التعلم المستقل وتحسين الكفاءة اللغوية بشكل عام. يقدم البحث رؤية قيمة لمدرسي اللغة الإنجليزية ومطوري المناهج، ويوصي بإدراج هذه الأدوات كجزء من المنهج التعليمي الرسمي لتعزيز تجربة تعلم اللغة.

الكلمات المفتاحية: البث الصوتي، الكتب الصوتية، اللغة الإنجليزية كلغة أجنبية، تعلم اللغة، مهارات التحدث.

1. Introduction

As English grows in global importance, digital audio tools like podcasts and audiobooks offer innovative ways to support EFL learning, especially in non-native contexts like Libya. This study explores the attitudes of third-year English students at three Libyan universities toward using these tools. Through a quantitative questionnaire, it assesses their usage frequency, perceived impact on listening, vocabulary, and pronunciation, and their motivation and preferences.

Grounded in constructivist and cognitive learning theories, the findings reveal a positive reception—students favor podcasts for their flexibility and effectiveness, and show strong motivation to integrate audio tools into their routines. The study provides practical recommendations for EFL educators and curriculum developers.

1.1 Background of the Study

With the increasing significance of English as a global language, there is a growing demand for effective language learning methods. Traditional classroom-based learning, while beneficial, might not fully address the diverse needs of EFL learners. Podcasts and audiobooks offer a novel approach to language learning, providing unique advantages that traditional methods may lack.

1.2 Research Statement

This study aims to investigate Libyan university students' attitudes towards using podcasts and audiobooks as tools for learning English. The research will explore the perceived benefits, preferences, and motivations associated with these audio-based learning resources.

1.3 Research Objectives

1. To assess the frequency of use of podcasts and audiobooks among Libyan university students for learning English.
2. To evaluate students' perceptions of the usefulness of podcasts and audiobooks in enhancing their English language skills.
3. To identify the specific language skills (e.g., listening, vocabulary, pronunciation) that students believe are improved through podcasts and audiobooks.
4. To determine students' preferences between podcasts and audiobooks for learning English.
5. To explore students' motivation to incorporate podcasts and audiobooks into their English learning routines.

1.4 Research Questions

1. How frequently do Libyan university students use podcasts and audiobooks for learning English?
2. How do students perceive the usefulness of podcasts and audiobooks in improving their English language skills?
3. Which specific language skills do students believe are most enhanced by using podcasts and audiobooks?
4. Do students prefer podcasts or audiobooks for learning English, and what are the reasons behind their preferences?
5. What is the level of motivation among students to use podcasts and audiobooks as part of their English learning routines?

1.5 Hypotheses

1. Libyan university students use podcasts and audiobooks frequently for learning English.
2. Students perceive podcasts as more useful than audiobooks for learning English.
3. Listening skills are most improved by using podcasts, while vocabulary is most enhanced by audiobooks.
4. Students prefer podcasts over audiobooks for learning English due to their interactive and engaging nature.
5. Students are highly motivated to incorporate podcasts and audiobooks into their English learning routines.

1.6 Limitations of the study

1. The study is limited to Libyan university students, which may not be representative of the broader population.
2. The research focuses on self-reported data, which may introduce bias in responses.
3. The study does not account for other factors that may influence language learning, such as prior exposure to English or other learning resources.

1.7 Significance of the Research

The research holds significance in understanding the attitudes of Libyan university students towards modern audio-based learning tools such as podcasts and audiobooks. By identifying the perceived benefits, preferences, and motivations, educators and language learning institutions can better tailor their resources and strategies to meet the needs of students. Additionally, the findings can inform the development of more effective language learning programs that leverage the popularity and advantages of podcasts and audiobooks. The study contributes to the growing body of research on digital learning tools and their impact on language acquisition, providing valuable insights for future studies and educational practices.

2. Theoretical Framework

The theoretical framework for this study is grounded in several key theories and concepts that support the use of podcasts and audiobooks in learning English as a Foreign Language (EFL). These theories provide a basis for understanding how these audio tools can enhance language acquisition and learning experiences.

2.1 Social Constructivist Theory

The Social Constructivist Theory, predominantly associated with Lev Vygotsky, is a key theoretical foundation for this study. Vygotsky emphasized the crucial role of social interactions in cognitive development, proposing that learning is a collaborative process where students construct knowledge through interactions with peers, teachers, and their environment (Vygotsky, 1978). This theory aligns well with the use of podcasts and audiobooks, which offer authentic, contextual language experiences that promote interaction and engagement. In a constructivist classroom, students are encouraged to actively participate in their learning rather than passively receiving information. Podcasts and audiobooks enable dynamic and interactive engagement with the material, fostering a deeper understanding and retention of language skills.

2.2 Situated Learning Theory

Situated Learning Theory, introduced by Jean Lave and Etienne Wenger, forms another critical component of the theoretical framework. This theory posits that learning occurs most effectively when it is situated within a relevant context and involves active participation (Lave & Wenger, 1991). By immersing students in authentic language environments through podcasts and audiobooks, learners can gain a practical understanding of language use in real-world scenarios, thereby bridging the gap between theoretical knowledge and practical application.

2.3 Cognitive Load Theory

Cognitive Load Theory, developed by John Sweller, who suggests that learning is most effective when the cognitive load on learners is optimized (Sweller, 1988). Podcasts and audiobooks can assist in managing cognitive load by presenting information in an engaging and manageable format. This allows learners to process and internalize language concepts more efficiently without being overwhelmed by extraneous information.

2.4 Dual Coding Theory

Dual Coding Theory, proposed by Allan Paivio, who supports the notion that combining verbal and non-verbal information enhances learning (Paivio, 1986). Audiobooks and podcasts, by providing auditory input, can complement visual learning materials and reinforce language acquisition. This multimodal approach aids students in better retaining and understanding language by engaging multiple cognitive pathways.

2.5. Application to the Study

As stated above, this study aims to explore university students' perceptions of using podcasts and audiobooks for learning English as a foreign language. The research seeks to understand how these tools can enhance language skills, promote continuous learning, and provide authentic contexts for language use. The findings will offer valuable insights for educators and curriculum developers on the benefits and challenges of incorporating podcasts and audiobooks into EFL instruction.

3. Literature Review and Previous Studies

This section of the study explores existing research and previous studies on the use of podcasts and audiobooks in learning English as a Foreign Language (EFL). It examines theoretical foundations, key findings, and implications to build a comprehensive understanding of the subject.

3.1 Podcasting in Education

The Merriam-Webster Dictionary defines a podcast as “a program (whether music or conversation) available in digital format for automatic download over the Internet” (Merriam Webster Dictionary, 2021). Recently, podcasts have been increasingly integrated into educational settings, offering flexibility, learner choice, and a more informal approach to learning (Flanagan & Calandra, 2005; Campbell, 2005; Meng, 2005; Chan & Lee, 2006; Frydenberg, 2006). The same view is supported by Budiasningrum & Rosita (2022) who highlighted that a number

of researchers have stated that podcasts have a positive effect on language learning process, particularly in listening and speaking skills.

Deal (2007) categorizes educational podcasts into three main types: lecture webcasting, student-produced podcasts, and supplementary materials podcasts. The latter, commonly used in higher education, provides students with additional resources to prepare for or review lectures. This study focuses on the impact of supplementary podcasts on EFL learning.

3.2 Social Constructivist Theory on How Students Learn

Social Constructivist Theory, primarily associated with Lev Vygotsky, underscores the importance of social interaction in cognitive development. In constructivist classrooms, students actively engage in their learning process, constructing knowledge through interactions with peers and teachers Vygotsky (1978). This approach aligns with the use of podcasts and audiobooks, which offer authentic, contextual language experiences that foster engagement and collaboration.

Oral language is vital for organizing and sequencing thoughts. Implementing podcasts and audiobooks in the classroom can reintroduce oral language practice, enhancing students' communication skills.

3.3 Podcasts and Audiobooks Enhance Receptive Skills

Receptive skills, such as listening and reading, are fundamental for developing productive skills like speaking and writing. Fisher and Frey (2007) highlight that speaking and listening are essential for reading and writing development. Students with strong oral storytelling abilities often develop robust writing skills, reinforcing the importance of oral language practice in the classroom. This idea echoes James Britton's (1970) ideas that the skills of reading and writing are supported by a foundation of conversation and dialogue.

3.4 Improving Language Skills with Podcasts and Audiobooks

Experimental studies have underscored the effectiveness of audiobooks and podcasts in enhancing language skills. For instance, Turker (2010) demonstrated that listening to audiobooks significantly improves reading comprehension and listening abilities.

- Bamanger & Alhassan (2015) in their study titled "Exploring Podcasting in English as a Foreign Language Learners' Writing Performance." The researchers employed a quantitative experimental design with a pre-test and post-test approach, therefore, they used a pre-test and post-test to assess writing performance, as well as a survey questionnaire to gather attitudes towards podcast instruction. The study involved 55 second-level male students. The main findings indicated that students in the experimental group (who received podcast instruction) scored significantly higher in writing performance compared to the control group (who received traditional instruction). The study also found that podcasting helped reduce errors in spelling, punctuation, and capitalization, and that students had positive attitudes towards using podcasts for improving their writing skills.
- O'Bannon, Lubke, Beard, and Britt (2011) in their study entitled "Using podcasts to replace lecture: Effects on student achievement", examined the impact of replacing traditional lectures with podcasts on student achievement in higher education at a large research-intensive university in the Southeastern United States. The researchers employed a quasi-experimental design with a control group (lecture instruction) and a podcast group (podcast instruction). The study included 69 participants who completed the study out of 78 students invited. The findings of the study revealed that participants generally preferred using podcasts but expressed that they should not completely replace lectures. Barriers to podcast use included unfamiliarity, technical issues, and perceived irrelevance to learning.
- Hew (2009) in his study entitled "Use of Audio Podcast in K-12 and Higher Education: A Review of Research Topics and Methodologies." The researcher used a descriptive research design to review and critique existing studies on the use of podcasts in education. He analyzed various research methodologies and findings from previous studies. His study mainly found out that most studies on podcast usage were descriptive and involved small participant groups, moreover various external and internal barriers were identified that could limit the use of podcasts in education.
- Baker, Harrison, Thornton, and Yates (2008) in their paper titled "'An Analysis Of The Effectiveness Of Podcasting As A Supplemental Instructional Tool: A Pilot Study", conducted a pilot study at Jacksonville University, located in Northeast Florida to assess the effectiveness of podcasting as a supplementary instructional tool in higher education. The study involved a cohort of students who used podcasts to supplement traditional classroom learning. Using both quantitative and qualitative methods, the researchers assessed the impact of podcasting on students' learning experiences. The results showed that podcasts were beneficial in reinforcing course content, providing additional explanations, and offering flexible learning opportunities. However, challenges such as technical difficulties and the need for students to develop self-regulation skills for effective use were also identified. Overall, the study concluded that while podcasting offers significant benefits, successful implementation requires careful planning and support.

- Yaden (2007) carried out a research at Pacific Lutheran University, entitled “Podcasting for Language Instruction”, the researchers employed a pilot project design that included the creation and implementation of podcasts for Latin instruction, focusing on student engagement and feedback. The study used optional online surveys to gather student feedback on the use of podcasts for language instruction and to assess student engagement with the podcast material. The findings indicated that students enjoyed using podcasts for their entertainment value and for reviewing content. While they did not watch every episode with regular frequency, the podcasts provided increased contact time with the language and culture. The production time for creating the podcasts was reasonable and led to high-quality resources.
- Edirisingha et al, (2007) conducted a study entitled “Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication”. The participants of their study were 65 students enrolled in the module, and 35 students responded to the questionnaire. The researchers collected qualitative data from two focus groups (eight students) and six personal interviews. In other words, the researchers employed a mixed-methods research design, combining both qualitative and quantitative approaches to evaluate the impact of podcasts on student learning. Their research showed that podcasts are valuable learning tools, providing ease of access and use for both students and teachers. The study found that podcasts are particularly beneficial for students on the move, blending pedagogy, technology, and learner mobility to enhance the learning experience.

The literature and previous studies reviewed in this section offer a thorough understanding of the potential benefits and challenges of utilizing podcasts and audiobooks in EFL (English as a Foreign Language) learning. The findings emphasize the effectiveness of these audio tools in improving language skills, fostering continuous learning, and delivering authentic contexts for language use. These insights provide a strong foundation for the subsequent chapters of this study, guiding the research methodology and analysis to explore the integration of these tools into EFL education.

4. Methodology

4.1 Research Design

Methodology is defined by Wellington & Szczerbinski (2007) as “the activity or business of choosing, reflecting upon, evaluating and justifying the methods you use”(p.33). Methodology is defined by Miller & Brewer (2003) as “Methodology connotes a set of rules and procedures to guide research and against which its claims can be evaluated”. This research aims to explore Libyan university students' perceptions towards the use of podcasts and audio books as tools for learning English as a Foreign Language (EFL). Therefore, a quantitative research design was adopted to conduct this study. The aim of the quantitative research is to quantify the data and make generalizations from the findings generated from the study. It involves collecting data, analyzing, and interpreting quantifiable data in order to prove the hypothesis generated in a specific study (Ghanad, 2023).

4.2 Sample of the study

The respondents of the study were 76 English language students from three Libyan universities. They were in their third year of study.

4.3 Data collection

A questionnaire is one of several methods for gathering information from individuals or obtaining answers to research questions. This typically involves posing questions (Gillham, 2000). In this context, Tavakoli (2012) defines a questionnaire as “a research instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers” (p. 512). To gain a deeper understanding of Libyan university students' perceptions regarding the use of podcasts and audiobooks as tools for learning English as a Foreign Language (EFL), the researchers found that utilizing a questionnaire was effective in eliciting information about the learners’ responses and perceptions on this topic.

4.4 Data Analysis and Results

This part focuses on analyzing, evaluating, and interpreting the data collected through the questionnaire distributed to 76 respondents. The analysis covers the motivations, flexibility, future use, and drawbacks of using podcasts and audiobooks for learning English.

4.4.1 Questionnaire Responses

The 76 responses to the questionnaire were tabulated and computed. Below is an analytical interpretation and discussion of the findings related to the study's objectives and hypotheses. Each statement in the questionnaire is statistically analyzed and discussed, supported by pie charts and interview comments.

4.4.2 Questionnaire Analysis

This section presents the results of the questionnaire regarding students' perceptions of using podcasts and audiobooks for learning English. It involves transforming qualitative (nominal) variables (strongly disagree, disagree, agree, and strongly agree) into quantitative variables and representing them with pie charts.

Statement No. 1: Podcasts are useful for learning English.

Response	Number of Respondents	Percentage (%)
Very Important	32	37%
Neither Important nor Unimportant	20	23%
Slightly Important	17	20%
Not Important at All	6	7%

The majority of respondents (37%) consider podcasts to be very important for learning English. This indicates that a significant portion of the students finds podcasts to be a valuable tool in their learning process. However, a notable portion (23%) remains neutral, and a smaller percentage finds them only slightly important or not important at all. This suggests that while podcasts are generally appreciated, there is a varying degree of perceived usefulness among the students.

Statement No. 2: Audiobooks are useful for learning English.

Response	Number of Respondents	Percentage (%)
Very Important	30	35%
Neither Important nor Unimportant	13	15%
Slightly Important	16	18%
Not Important at All	16	19%

A significant portion of respondents (35%) finds audiobooks very important for learning English. However, a slightly higher percentage (19%) considers them not important at all compared to podcasts. This indicates a more polarized view on the usefulness of audiobooks, with some students finding them highly beneficial and others not at all. The neutral and slightly important responses further suggest that opinions on audiobooks are varied.

Statement No. 3: Listening to podcasts improves my listening skills.

Response	Number of Respondents	Percentage (%)
Strongly Agree	29	33%
Slightly Agree	23	27%
Neither Agree nor Disagree	16	18%
Slightly Disagree	8	9%

A considerable number of respondents (33%) strongly agree that listening to podcasts improves their listening skills, with an additional 27% slightly agreeing. This shows a positive perception of podcasts' effectiveness in enhancing listening abilities. However, the 18% neutral and 9% slightly disagree responses indicate that not all students have experienced the same level of improvement, suggesting that the impact of podcasts may vary based on individual experiences or preferences.

Statement No. 4: Listening to podcasts improves my vocabulary.

Response	Number of Respondents	Percentage (%)
Strongly Agree	37	43%
Slightly Agree	28	32%
Neither Agree nor Disagree	4	4%
Slightly Disagree	7	8%

A significant majority (43%) strongly agree that podcasts help improve their vocabulary, with an additional 32% slightly agreeing. This demonstrates a strong consensus on the effectiveness of podcasts in vocabulary enhancement. The minimal neutral and slightly disagree responses further reinforce the positive impact of podcasts on vocabulary learning.

Statement No. 5: Listening to podcasts improves my pronunciation.

Response	Number of Respondents	Percentage (%)
Strongly Agree	34	39%
Slightly Agree	33	38%
Neither Agree nor Disagree	5	6%
Slightly Disagree	3	4%

The majority of respondents (39%) strongly agree that listening to podcasts improves their pronunciation, with a close 38% slightly agreeing. This indicates that students find podcasts beneficial for pronunciation practice. The relatively low neutral and slightly disagree responses suggest that most students have noticed improvements in their pronunciation through podcast listening.

Statement No. 6: I prefer using podcasts over audiobooks for learning English.

Response	Number of Respondents	Percentage (%)
Strongly Agree	38	44%
Slightly Agree	25	29%
Neither Agree nor Disagree	10	11%
Slightly Disagree	2	3%

A significant portion of respondents (44%) strongly prefer using podcasts over audiobooks for learning English, with an additional 29% slightly agreeing. This shows a clear preference for podcasts among the students. The small percentage of neutral and slightly disagree responses indicates that while podcasts are favored, some students remain indifferent or have a slight preference for other methods.

Statement No. 7: I prefer using audiobooks over podcasts for learning English.

Response	Number of Respondents	Percentage (%)
Strongly Agree	23	27%
Slightly Agree	12	14%
Neither Agree nor Disagree	18	21%
Slightly Disagree	22	25%

The preference for audiobooks over podcasts is more divided, with 27% strongly agreeing and 25% slightly disagreeing. This suggests that students' preferences are split, with a considerable number favoring audiobooks, while others prefer podcasts or remain neutral. The varied responses indicate that both formats have their proponents and detractors among the students.

Statement No. 8: I am motivated to use podcasts/audiobooks as part of my English learning routine.

Response	Number of Respondents	Percentage (%)
Strongly Agree	39	45%
Slightly Agree	28	32%
Neither Agree nor Disagree	2	2%
Slightly Disagree	7	8%

A large majority (45%) of respondents strongly agree that they are motivated to use podcasts and audiobooks as part of their English learning routine, with an additional 32% slightly agreeing. This shows that students are generally enthusiastic about incorporating these tools into their learning process. The minimal neutral and slightly disagree responses indicate that motivation levels are high, with most students willing to engage with podcasts and audiobooks to improve their English skills.

4.4.3 Verification of Hypotheses

Hypothesis 1: Libyan university students use podcasts and audiobooks frequently for learning English.

According to the questionnaire analysis, we have responses indicating the frequency of use for podcasts and audiobooks. While the detailed frequency data is not provided, the high levels of perceived usefulness and motivation to use these tools suggest that students are likely using them frequently.

Hypothesis 2: Students perceive podcasts as more useful than audiobooks for learning English.

From the analysis, 37% of respondents consider podcasts very important for learning English, while 35% consider audiobooks very important. Additionally, a larger percentage of respondents find podcasts useful for improving specific skills (listening, vocabulary, pronunciation) compared to audiobooks.

Hypothesis 3: Listening skills are most improved by using podcasts, while vocabulary is most enhanced by audiobooks.

The analysis shows that a significant portion of respondents (33% strongly agree) believes that podcasts improve listening skills. Similarly, a notable percentage (43% strongly agree) believes that podcasts improve vocabulary.

Hypothesis 4: Students prefer podcasts over audiobooks for learning English due to their interactive and engaging nature.

The analysis indicates that 44% of respondents strongly prefer using podcasts over audiobooks for learning English. The reasons behind this preference can be inferred from the perceived usefulness and effectiveness in improving language skills.

Hypothesis 5: Students are highly motivated to incorporate podcasts and audiobooks into their English learning routines.

The analysis shows that 45% of respondents are strongly motivated to use podcasts and audiobooks as part of their English learning routine, with an additional 32% slightly agreeing. This hypothesis is well-supported by the data, indicating high motivation levels among students to use these tools for learning English.

5. Results of the study

1. **Importance of Podcasts:** A significant 37% of respondents consider podcasts to be very important for learning English, highlighting their perceived value and effectiveness.
2. **Importance of Audiobooks:** Similarly, 35% of respondents regard audiobooks as very important for learning English, indicating that audiobooks are also a valued resource among students.
3. **Listening Skills:** When it comes to improving listening skills, 33% of respondents strongly agree that podcasts are effective, while 27% strongly agree that audiobooks help enhance their listening abilities.
4. **Vocabulary Improvement:** An impressive 43% of respondents strongly believe that listening to podcasts significantly improves their vocabulary, with an additional 32% slightly agreeing with this statement.
5. **Pronunciation Improvement:** A substantial 39% of respondents strongly agree that podcasts contribute to improving their pronunciation, with a close 38% slightly agreeing. This demonstrates the perceived benefit of podcasts in enhancing pronunciation skills.
6. **Preference for Podcasts:** There is a clear preference for podcasts over audiobooks, as 44% of respondents strongly prefer using podcasts for learning English, compared to 27% who strongly prefer audiobooks.
7. **Motivation:** A majority of 45% of respondents are strongly motivated to incorporate podcasts and audiobooks into their English learning routines, with an additional 32% slightly agreeing. This indicates a high level of enthusiasm and willingness to use these tools for language learning.

These results demonstrate the positive reception and effectiveness of both podcasts and audiobooks among Libyan university students, with a notable preference for podcasts in enhancing various language skills. The high levels of motivation and perceived benefits underscore the potential of these audio-based learning resources in supporting English language acquisition.

6. Discussion

The relevant literature shows that there is a positive connection between learning English and using podcasts and audio books. This idea is supported by Indahsari (2020) who highlights that “one of the popular products of technology created to support language learning is pod cast. As a digital recording, podcast can be used to support English language learning, specifically on the listening skill” (p.103). This is clearly reflected in the findings of the current study as the majority of the participants have stressed the positive influence of podcasts on their learning.

According to the students’ responses, podcasts help them to improve their listening skills and learn new vocabulary. In addition their pronunciation has significantly improved. This implies that by listening to native speakers in various contexts, they became more familiar with the natural rhythms and intonations of the language. The participants’ responses have revealed that most of the students feel motivated to use podcasts in learning English. This indicates that students appreciate the flexibility that podcasts offer. They can listen at their own pace and choose topics that genuinely interest them, making the learning process more personalized and enjoyable. The students’ responses also show a strong preference for using podcasts over audiobooks, indicating their effectiveness and popularity as a learning tool. This preference might be attributed to other several key factors that enhance the overall learning experience.

In summary, the relevant literature and the findings of this study emphasize the importance of using podcasts in the field of language learning. This significance stems from the fact that using podcasts positively impacts on the students’ levels and effectively enhances their language learning.

7. Conclusion

All in all, the main concern of this study is to investigate Libyan university students' perceptions towards the use of podcasts and audio books as tools for learning English as a Foreign Language (EFL). The sample of this research was 76 students from English language departments from three Libyan Universities. The results revealed that Libyan university students have a generally positive attitude towards using podcasts and audiobooks for learning English. Podcasts, in particular, are highly valued by the students for improving various language skills such as listening, vocabulary, and pronunciation. The students also show a strong preference for using podcasts over audiobooks, indicating their effectiveness and popularity as a learning tool. However, opinions on audiobooks are more divided, with some students finding them useful while others do not.

8. Recommendations for Further Studies

1. **Exploring Barriers:** Investigate the reasons behind the neutral and negative attitudes towards podcasts and audiobooks. Understanding these barriers can help in addressing them and making these tools more effective for all students.
2. **Comparative Analysis:** Conduct a comparative study on the effectiveness of podcasts versus audiobooks in improving specific language skills. This can provide more detailed insights into which tool is better suited for particular learning outcomes.
3. **Content Preferences:** Examine the types of content (e.g., news, interviews, storytelling for podcasts; fiction, non-fiction for audiobooks) that students find most helpful. This can guide the creation and recommendation of content that aligns with students' preferences and learning needs.
4. **Longitudinal Study:** Implement a longitudinal study to track the progress of students using podcasts and audiobooks over an extended period. This can provide data on the long-term benefits and sustained impact of these tools on language learning.
5. **Technology Integration:** Explore how integrating podcasts and audiobooks with other digital tools and platforms can enhance the overall learning experience. This can include the use of interactive features, quizzes, and feedback mechanisms.

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