

A Critical Listening Teaching Model with Students' Self-Mediated Podcast to Enhance Critical Thinking: ARRRIPS Model

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Abstract

This study addresses the challenge of fostering critical thinking in English as a Foreign Language (EFL) instruction, particularly in the Critical Listening course. To meet this need, the ARRRIPS model—Analyze, Review, Revise, Record, Immediately Podcast, and Share was developed. The research adopted a Research and Development (R&D) design guided by the ADDIE model. Conducted at Universitas Negeri Semarang (UNNES), the study involved two classes: an experimental group using the ARRRIPS model and a control group receiving a conventional instruction model. A quasi-experimental design was applied to evaluate the model's effectiveness, using pre- and post-tests for quantitative analysis, and interviews, observations, and students' artefacts for qualitative insights. Instruments included a validated critical thinking rubric based on Facione's (1990) framework, perception questionnaires, interview guides, and observation checklists. Quantitative data analyzed with SPSS 25 showed a significant difference between the experimental group (mean = 15.59) and the control group (mean = 7.97; $p < 0.001$). Qualitative data revealed enhanced engagement, autonomy, and metacognitive reflection among the students. The study concludes that the ARRRIPS model effectively improves critical thinking in EFL listening instruction. It offers a practical, technology-integrated framework aligned with Merdeka Curriculum goals and learner-centered pedagogies.

Keywords

ARRRIPS; Critical Listening; Critical Thinking; Self-Mediated Podcast

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1. INTRODUCTION

Listening comprehension poses significant challenges for many English as a Foreign Language (EFL) learners, stemming from a multifaceted interplay of linguistic, cognitive, emotional, and contextual factors. One of the most prominent difficulties is the presence of unfamiliar vocabulary and complex sentence structures, which create substantial linguistic barriers that hinder comprehension (Namaziandost et al., 2019; Nushi & Orouji, 2020). These barriers are particularly pronounced when learners encounter idiomatic expressions or culturally specific references beyond their prior knowledge. Insufficient background knowledge further exacerbates these challenges, as learners often lack the contextual framework necessary to make sense of the spoken input. This lack of context can lead to confusion and frustration, diminishing the ability to engage with the material effectively. In addition to



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linguistic challenges, learners frequently struggle to maintain focus during listening activities. The cognitive demands of processing spoken language can be overwhelming, especially when learners are required to decode sounds, understand meanings, and retain information simultaneously. Distractions—whether from the environment (e.g., background noise) or from internal thoughts—can easily disrupt their ability to engage with the material effectively (Saraswati, 2018; Tran & Duong, 2020). This intentional difficulty is particularly pronounced in online learning environments, where the lack of physical presence can lead to increased distractions and decreased motivation. The challenge of sustaining attention is compounded by the fact that many EFL learners are not accustomed to the rapid pace of natural spoken language, which can further hinder their ability to follow along and comprehend.

Emotional factors, such as anxiety and stress, also play a critical role in the listening process. High levels of anxiety can impair cognitive functioning, making it difficult for learners to concentrate and process spoken language effectively (Rintaningrum, 2018; Susilowati, 2020). This emotional strain can create a vicious cycle, where poor listening comprehension leads to increased anxiety, which in turn further hinders comprehension. Learners may fear making mistakes or not understanding, leading them to avoid listening tasks altogether. This fear can be particularly acute in high-stakes environments, such as exams or assessments, where the pressure to perform can exacerbate feelings of inadequacy.

Moreover, many EFL learners lack effective listening strategies, such as predicting, inferring, and utilizing contextual cues, which are essential for navigating complex listening tasks (Akhter, 2020; Al-Shamsi et al., 2020). Without these strategies, learners may find themselves overwhelmed by the listening input, unable to extract meaning or make connections between ideas. For instance, learners who do not practice predicting what might come next in a conversation may miss key information that could aid their understanding. Additionally, the inability to infer meaning from context can lead to misinterpretations and further confusion.

Finally, limited exposure to authentic materials and opportunities for extensive listening practice significantly impedes the development of fluency and proficiency, both of which are critical for successful listening comprehension (Ha & Ngo, 2021; Nushi & Orouji, 2020). The lack of real-world listening experiences restricts learners' ability to adapt to different accents, speech rates, and contextual nuances. For example, learners who primarily engage with scripted audio materials may struggle to understand spontaneous speech, which often includes interruptions, colloquialisms, and varied intonation patterns. This limited exposure can create a gap between learners' classroom experiences and real-life listening situations, further hindering their overall listening skills.

Based on the significant factors contributing to EFL Listening Comprehension, exposure to authentic material is found to be most noticeably influential on learners. The effect of exposure to authentic materials on English as a Foreign Language (EFL) listening comprehension has been a focal point of recent research, revealing significant benefits for learners. Authentic materials, which include real-world audio and video resources, have been shown to positively influence EFL students' listening comprehension abilities positively (Dewi, 2018). These materials provide learners with exposure to natural language use, a crucial skill for effective listening. For instance, (Polat & Erişti, 2019) found that authentic video materials not only enhance listening skills but also reduce listening comprehension anxiety, particularly among students with varying levels of English proficiency. This anxiety reduction is essential, as it allows learners to engage more fully with listening tasks, fostering a more effective learning environment.

Teachers generally hold positive views of incorporating authentic materials into EFL listening lessons. Conducted a study that highlighted how teachers believe that authentic resources can significantly improve students' listening comprehension and overall engagement with the language (Edrenius, 2018). This perspective is supported by (Halim et al., 2018), who noted that students perceive authentic materials as more relevant and engaging compared to traditional pedagogical resources. Authentic materials contrast sharply with non-authentic materials, which may not reflect the

complexities and nuances of real-life language use. Authentic resources provide learners with meaningful language input, which is essential for developing effective listening skills (Syariati, 2020). For example, exposure to native speakers' dialogues, news reports, and podcasts helps students become familiar with various accents, speech rates, and colloquial expressions, all of which are vital for real-world communication.

Moreover, explicit instruction on how to effectively utilize authentic materials can further enhance their benefits in developing listening comprehension (Emerick, 2019). Teachers who guide navigating these resources can help students develop strategies for understanding and processing spoken language. This instructional support is particularly important in helping learners transition from controlled listening exercises to more spontaneous, authentic listening experiences. For instance, when students are taught to identify key information or infer meaning from context while engaging with authentic materials, they become more adept at handling the unpredictability of real-life conversations.

The impact of authentic materials on listening comprehension is also evident in studies examining specific types of resources. The effects of 360-degree video authentic materials on EFL learners' listening comprehension, finding that immersive experiences significantly enhanced students' understanding and retention of spoken language (Ji et al., 2019). This innovative approach to using technology alongside authentic materials demonstrates the potential of varied instructional methods to enrich the listening experience. The findings suggest that when learners are exposed to authentic materials in a flipped classroom setting, they are better prepared to participate in discussions and activities that require higher-order listening comprehension skills (Vaezi et al., 2019).

In summary, the research consistently suggests that exposure to authentic materials positively impacts EFL students' listening comprehension. These materials provide learners with more natural and meaningful language input, enhancing their listening skills and reducing anxiety associated with comprehension tasks. The positive attitudes of teachers towards the use of authentic materials further support their integration into EFL curricula, as they recognize the benefits for student engagement and comprehension. Additionally, explicit instruction on effectively using these materials can enhance their impact, equipping learners with the strategies to navigate real-world listening situations. As the field continues to evolve, further exploration of innovative approaches, such as technology and flipped classrooms, will be essential to maximizing the benefits of authentic materials in EFL listening instruction.

Listening skills are perceived as least important, despite their fundamental role in language acquisition and communication. This neglect stems partly from the inherent complexities of assessing listening, which involves intricate mental processes. Additionally, listening is perceived as a challenging skill, with many learners experiencing high levels of anxiety that hinder their comprehension (Goh & Vandergrift, 2021; Tran & Duong, 2020).

Research indicates that listening instruction often receives less attention than other language skills, leading to a gap in effective teaching strategies and materials (Bourdeaud'hui et al., 2018). Many educators lack the necessary resources and methodologies to teach listening effectively, which can hinder students' overall language proficiency (Milliner & Dimoski, 2024). Traditional approaches to teaching listening often overlook integrating authentic materials and engaging activities, which are crucial for enhancing students' listening skills. This neglect not only affects learners' ability to comprehend spoken language but also limits (Bagheri & East, 2023).

To address these issues, the literature suggests that a shift in pedagogy towards a more student-centered approach, with a focus on developing learners' metacognitive strategies and self-regulation, could be beneficial (Goh & Vandergrift, 2021). Additionally, integrating authentic materials and engaging activities, as well as developing effective teaching methodologies and resources, are crucial for improving the teaching and learning of listening skills (Kapanadze, 2019; Silberberg, 2024).

Considering the issues and needs, language teachers must make the most of the digital-based media. Digital teaching media, such as podcasts and vodcasts, have been shown to enhance students' listening skills significantly (Gönülal, 2020). These audio-visual materials serve as effective resources for teaching listening comprehension, particularly for English as a Foreign Language (EFL) students, by providing engaging and accessible content (Rahman, 2018). The integration of digital media in educational settings not only motivates students but also enhances their listening abilities (Harahap, 2020).

Moreover, developing digital media literacy skills, including storyboarding and the use of various digital tools, is crucial for university students to utilize these teaching resources effectively (Reyna et al., 2018). The incorporation of digital teaching media, such as podcasts, into the curriculum has been linked to improved learning outcomes and the development of higher-level skills, including critical thinking and active listening (Nicolaou, Matsiola, & Kalliris, 2021). Podcasts and vodcasts are recognized as valuable tools for extensive listening practice, which is essential for developing second language (L2) listening skills (Gönülal, 2021). Advanced learners particularly appreciate the flexibility and self-paced nature of medical education podcasts, which support active learning and the development of critical listening abilities (Kelly, Perseghin, & Dow, 2021). Furthermore, podcasts can be effectively integrated into English language teaching, as they increase student motivation and provide meaningful listening tasks that foster comprehension and critical thinking (Abdulrahman, Basalama, & Widodo, 2021).

Additionally, podcasts have the potential to support active learning and emancipatory education by enabling the sharing of information across time and space, thereby promoting collaborative learning experiences (Saeedakhtar et al., 2021). Authentic and informative podcasts, along with collaborative listening activities, are particularly effective in developing students' listening skills and vocabulary (Naidionova & Ponomarenko, 2018). However, implementing podcasting in educational contexts requires both technical and interpersonal skills, as educators must engage students and facilitate meaningful learning experiences through this medium (Besser et al., 2022).

Moreover, podcasts that address social issues can enhance the teaching and learning process in English as a Foreign Language (EFL) classrooms, promoting critical listening and language development (Chaves-Yuste & de-la Peña, 2023). In summary, the findings demonstrate that constructivist principles, such as active engagement, reflection, and social interaction, can be effectively applied to podcasts in listening education. By integrating podcasts into their teaching practices, educators can foster critical listening skills, promote deeper understanding, and support lifelong learning.

Moreover, teaching English as a foreign language in under-resourced or specialized learning environments continues to present challenges globally. Studies such as Changwong, K., Sukkamart, A., & Sisan, B. (2020), Derakhshan and Karimi (2020), and Wang and Chen (2022) have identified recurring difficulties, including limited English exposure outside the classroom, insufficient materials, curriculum constraints, and the learners' low confidence or motivation. These factors often hinder the students' opportunities for authentic practice and meaningful interaction with the language, reinforcing the need for innovative models like ARRRIPS to address these pedagogical gaps.

Based on previous studies, researchers recommended that lecturers consider various factors to effectively engage students at UNNES in critical listening. They also emphasized the need for school leaders and educators to design comprehensive programs that equip students with the skills to navigate real-life situations after graduation. The findings also highlighted the importance of providing strong encouragement and support for the students' English learning.

Furthermore, motivation plays a critical role in the success of English language learning. Research by Zhang, D., Yuan, S., & Ma, C. (2022) and Khan, M. H., & Asif, F. (2021) showed that students in educational institutions generally have low interest in learning English. Many reported difficulties

learning the language and felt that their institutions did not sufficiently foster their interest in the language. As a result, it is recommended that lecturers act as facilitators to inspire students, and that educational institutions introduce more engaging and interactive English language programs to boost student engagement. A study by Berk & Aydın (2023) in Turkey found that regular engagement with English podcasts correlated with significantly higher speaking motivation among EFL learners.

Previous studies on podcast-based learning primarily focused on integrating podcasts into listening classes to improve students' listening comprehension, motivation, or engagement. These studies typically employed podcasts as either input materials or as a means for the students to generate content that supports language acquisition. In contrast, the recent study on the ARRRIPS Model at Universitas Negeri Semarang (UNNES) emphasizes not only the implementation of podcasts but also the development, structured application, and evaluation of a comprehensive instructional model. The ARRRIPS model (Analyze, Review, Revise, Record, Immediately Podcast, Share) incorporates student-produced podcasts within a pedagogical cycle designed to enhance autonomy, reflective learning, and higher-order thinking.

While earlier studies mostly targeted skills such as general listening comprehension, speaking fluency, and learner motivation or autonomy, with occasional focus on critical listening, the ARRRIPS model explicitly aims to develop the students' critical thinking skills through structured critical listening activities. This is achieved through podcast creation, self-evaluation, and peer feedback mechanisms.

The theoretical underpinnings also differ significantly. Previous research has referenced a range of theories, including constructivism, task-based learning, and metacognition, though many studies lacked a clear or consistent theoretical framework. Conversely, the ARRRIPS model is firmly rooted in constructivist and task-based learning principles, which are operationalized in its phased instructional process to scaffold critical thinking skills.

In terms of instructional design, many earlier studies adopted exploratory or quasi-experimental approaches without a formally articulated instructional design model. The ARRRIPS model, however, is systematically built using the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model, ensuring that the learning intervention aligns rigorously with pedagogical goals and measurable outcomes.

Contextually, previous studies have been conducted across diverse international and Indonesian EFL settings, mostly within secondary or university environments, but often as isolated interventions outside the core curriculum. The ARRRIPS model, by contrast, was developed specifically for a higher education context at UNNES, fully embedded within the critical listening course in the English Department.

2. METHODS

This study employed a quasi-experimental design with a Non-Equivalent Control Group to examine the effectiveness of the instructional model in enhancing students' critical thinking skills in a critical listening course. This design was selected due to the practical limitations in assigning participants randomly, which is often the case in educational settings where existing classroom groups are used.

The key feature of this design is the use of two intact groups - an experimental group and a control group. Both are not randomly assigned but assumed to be comparable based on pretest performance and instructional context. The study was conducted with two critical listening groups of the students enrolled in the English Department at Universitas Negeri Semarang (UNNES). The experimental group consisted of 34 students, and the control group comprised 33. Prior to the intervention, both groups

were given a pretest to assess their baseline critical thinking skills, particularly within the domain of the critical listening course.

The critical listening course was chosen as it explicitly demands higher-order thinking skills (analysis, evaluation, reflection), and its course learning outcomes (CLOs) support the inclusion of creative digital tasks, such as podcast production. The course aligns with the Graduate Learning Outcomes (CPL) set by UNNES, including critical and creative thinking, digital and media literacy, and communication in academic English. The integration of self-mediated podcasts via the ARRRIPS model complements the CLOs and promotes learner autonomy, critical listening, and reflective judgment.

The experimental group underwent a treatment phase that included implementing a podcast-based instructional model. This instructional approach integrated podcast-based learning activities structured around the ARRRIPS model—Analyze, Review, Revise, Record, Immediately Podcast, and Share. The model was specifically designed to promote critical thinking skills and encourage the students to engage in reflective listening practices. In contrast, the control group received a conventional listening instructional model. This consisted of lecturer-led sessions using a printed handout as the primary learning material, without incorporating any podcast-related or self-mediated digital learning components.

Following the instructional period, a posttest was administered to both the experimental and control groups. This was done to evaluate the extent of improvement in students’ critical thinking abilities and to determine the effectiveness of the current instructional model compared to the conventional teaching model. The research design is presented in Table 1 below.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experiment	E1	X (the current instructional model)	E2
Control	C1	Y (Model-supported Listening)	C2

Explanation:

E1, E2: Pretest and posttest results for the experimental group

C1, C2: Pretest and posttest results for the control group

X: Treatment using the podcast-based instructional model

Y: Instruction using the conventional listening model

3. FINDINGS AND DISCUSSIONS

The Development of the ARRRIPS Model for Critical Listening Class

The ARRRIPS model, which stands for Analyze, Review, Revise, and Record, Immediately Podcast and Share, represents a novel approach to enhancing critical thinking and listening comprehension among English as a Foreign Language (EFL) learners by integrating self-mediated podcasts. This model is grounded in Constructivism and Task-Based Learning (TBL) theories, which emphasize active engagement, reflection, and the use of authentic materials in the learning process. The ARRRIPS model not only addresses the multifaceted challenges EFL learners face in listening comprehension but also promotes critical listening skills essential for effective communication in real-world contexts. The ARRRIPS model is underpinned by two primary educational theories: Constructivism and Task-Based Learning (TBL). These theories provide a robust framework for understanding how learners can effectively engage with listening materials and develop critical thinking skills.

Constructivism

Constructivism posits that learners construct knowledge through personal experiences and reflection (Mohammed & Kinyo, 2020). This educational philosophy emphasizes active engagement in the learning process, encouraging learners to explore, question, and reflect on their understanding. In the context of listening education, constructivism suggests that learners actively engage with listening materials, connect them to prior knowledge, and construct their own interpretations and understandings. This approach fosters a learner-centered paradigm, emphasizing active engagement and critical reflection as essential components of the educational process (Hartikainen et al., 2019). The ARRRIPS model aligns with constructivist principles by promoting self-directed learning through the analysis of podcast content. By engaging with authentic materials, learners can connect new information to their prior knowledge, facilitating deeper understanding and critical evaluation of the content (Hartikainen et al., 2019). Furthermore, the model's emphasis on collaboration and peer feedback fosters a social constructivist environment, enhancing learners' critical listening abilities through exposure to diverse perspectives (Rannikmäe et al., 2020).

Task-Based Learning (TBL)

Task-Based Learning (TBL) is an instructional approach that emphasizes meaningful tasks to promote language learning. TBL focuses on the completion of real-world tasks that require learners to use the target language in authentic contexts (Wallace, 2022). This approach encourages learners to engage in problem-solving, collaboration, and critical thinking, making it particularly effective for developing listening skills.

The ARRRIPS model incorporates TBL principles by structuring the learning process around specific tasks related to podcast content. Each phase of the model—Analyze, Review, Revise, and Record—represents a task that learners must complete, thereby promoting active engagement and critical thinking. By focusing on meaningful, goal-oriented tasks, the ARRRIPS model encourages learners to process input purposefully, whether extracting information, summarizing key points, or participating in collaborative problem-solving (Saraswati, 2018).

Addressing Listening Comprehension Challenges

Listening comprehension poses significant challenges for many EFL learners, stemming from a multifaceted interplay of linguistic, cognitive, emotional, and contextual factors. The ARRRIPS model effectively addresses these challenges by incorporating the following elements:

- a. **Analyze:** In the first phase, learners analyze the podcast content, which encourages them to decode linguistic elements and engage in bottom-up processing (Field, 2010; Rost, 2013). This initial step helps learners develop phonological, lexical, and syntactic awareness, essential for effective comprehension. By focusing on the details of the spoken language, learners can identify unfamiliar vocabulary and complex sentence structures, which are often barriers to understanding.
- b. **Review and Revise:** In this phase, learners review their analyses using guiding notes and revise their understanding under teacher supervision. This iterative process promotes metacognitive awareness, allowing learners to monitor their comprehension and adjust their strategies as needed (Goh & Vandergrift, 2021). The emphasis on revision also encourages critical thinking, as learners evaluate the podcast's credibility and relevance (Bailey, 2020). This phase is crucial for helping learners develop effective listening strategies, such as predicting, inferring, and utilizing contextual cues, which are essential for navigating complex listening tasks (Akhter, 2020).
- c. **Record:** The recording phase allows learners to articulate their understanding and reflections on the podcast. This active engagement not only reinforces their comprehension but also enhances their critical listening skills by requiring them to synthesize information and evaluate the speaker's intent (Flowerdew & Miller, 2010). By expressing their thoughts verbally, learners practice

articulating their ideas clearly and coherently, which is a vital skill in both academic and real-world contexts.

- d. Immediately Podcast and Share: Finally, learners share their recorded reviews on podcast platforms, promoting collaborative learning and peer feedback. This step aligns with the principles of TBL, as learners engage in meaningful, goal-oriented tasks that simulate real-world communication (Saraswaty, 2018). Sharing their work with peers not only fosters a sense of community but also encourages learners to reflect on their own understanding and consider alternative perspectives.

Compatibility with Hybrid and Conventional Learning Environments

The ARRRIPS model is adaptable to both hybrid and conventional listening classes. In hybrid environments, the integration of digital media, such as podcasts, enhances accessibility and engagement, allowing learners to engage with authentic materials at their own pace (Gönülal, 2020). This flexibility is particularly beneficial in addressing the attentional difficulties often experienced by EFL learners in online settings (Saraswaty, 2018). The use of podcasts as a medium allows learners to access content anytime and anywhere, promoting self-directed learning and enabling them to revisit challenging material as needed.

In conventional classrooms, the ARRRIPS model promotes active participation and collaboration among learners, fostering a supportive learning environment that encourages critical thinking and effective communication. The use of podcasts as authentic materials aligns with a pedagogical perspective that emphasizes exposing learners to real-world language use (Flowerdew, 2005; Ur, 1984). By incorporating podcasts into traditional listening instruction, educators can create a more engaging and relevant learning experience for their students.

Implications for EFL Instruction

The ARRRIPS model has several implications for EFL instruction, particularly for listening comprehension and the development of critical thinking. By integrating self-mediated podcasts into the curriculum, educators can enhance learners' engagement and motivation, thereby improving listening skills and critical thinking.

- a. Enhancing Engagement and Motivation: The use of podcasts as authentic materials can significantly enhance learners' motivation and engagement in listening tasks. Research has shown that learners perceive authentic materials as more relevant and engaging compared to traditional pedagogical resources (Halim et al., 2018). By incorporating podcasts into the ARRRIPS model, educators can create a more dynamic and interactive learning environment that fosters student interest and participation.
- b. Developing Critical Thinking Skills: The ARRRIPS model promotes critical thinking by encouraging learners to analyse, evaluate, and synthesize information from podcast content. This process aligns with the principles of critical listening, which involves the active analysis and evaluation of spoken content for credibility, relevance, and intent (Bailey, 2020; Ur, 1984). By engaging in critical listening activities, learners develop the skills necessary to navigate complex information and make informed judgments.
- c. Fostering Collaborative Learning: The collaborative nature of the ARRRIPS model encourages peer feedback and discussion, which are essential for developing critical listening skills. Social constructivism emphasizes the importance of collaboration and social interactions in the learning process (Rannikmäe et al., 2020). By sharing their recorded reviews and engaging in discussions with peers, learners can gain new insights and perspectives, enhancing their understanding of the material.
- d. Promoting Metacognitive Awareness: The iterative process of reviewing and revising analyses in

the ARRRIPS model fosters metacognitive awareness among learners. By reflecting on their listening processes and evaluating their comprehension strategies, learners become more adept at monitoring their understanding and adjusting their approaches as needed (Goh & Vandergrift, 2021). This metacognitive awareness is crucial for developing effective listening skills and overcoming comprehension challenges.

- e. **Preparing Learners for Real-World Communication:** The ARRRIPS model prepares learners for real-world communication by simulating authentic listening experiences. By engaging with podcasts that reflect natural language use, learners become familiar with various accents, speech rates, and colloquial expressions, all of which are vital for effective communication in diverse contexts (Dewi, 2018). This exposure to authentic materials not only enhances listening skills but also reduces anxiety associated with comprehension tasks (Polat & Erişti, 2019),

Getting to Know Critical Text

As students devote time and effort to learning a language formally, this term will likely recur throughout their academic journey. A text in a nuance of real-life communication is understood as a meaningful communication unit arising from the interplay of 'lexicogrammatical' and contextual factors. (Martin, 1992; Martin & Rose, 2003) This construction is coherent and serves specific social functions and social contexts. Furthermore, those contextual factors are register and genre. The former refers to the configuration of semantic features associated with the field (in what situation), tenor (to whom), and mode (written or spoken). Meanwhile, genre is conceptualized as a cultural semiotic system that organizes texts according to their social purposes and rhetorical features. In the academic context, the genre is realized in Text Types. Commonly, the genre is dichotomized into factual and non-factual genres. The factual genres are report, recount, discussion, exposition, procedures, and description. They are used to communicate or reveal facts. Meanwhile, narration genres are narrative, exemplum, anecdote, and spoof. They are not intended to reveal the facts, yet value. Critical (Martin, 1992; Martin & Rose, 2003; Wiratno & Santosa, 2015).

What are Critical Texts?

Actually, there is no concessive dichotomy of Critical and Non-Critical. However, some texts can be effective vehicles for fostering and enhancing critical thinking skills in an academic context. They are commonly review, exposition, and discussion. Those three texts enable the writers to demonstrate their criticism ability to evaluate an object to give justification (in review), persuade (in exposition), and showcase the different stance arguments proportionally (in discussion). Similarly from the perspective of the listeners or readers these texts enables them to demonstrate their criticism ability to identify the basic argument, identify the logic, evaluate the strength of the argument, and measure the stance balance (in discussion). (Martin & Rose, 2003, 2008; Santosa, 2011)

Formulating Effective Keywords to Access Podcast: Realizing Exposition, Discussion, and Review

Creating effective keywords is essential for finding podcast content that reflects exposition, discussion, and review texts. Below is a guideline for crafting such keywords:

- a. **Focus on the Text Type:**

Include terms that specify the genre, such as "exposition," "discussion," or "review." Example: *"Expository podcast on climate change," "Review podcast on latest movies," "Discussion podcast on AI ethics."*

- b. **Incorporate the Subject or Topic:**

Use keywords related to the subject of interest to narrow the search. Example: *"Education reform arguments," "Balanced discussion on mental health," "Critical review of sci-fi novels."*

- c. **Include Contextual Keywords:**

Add terms like "critical," "analysis," "debate," or "evaluation" to focus on in-depth content.

Examples: "Critical exposition on renewable energy," "AI debate discussion podcast," and "Book evaluation review podcast."

d. Use Audience-Specific Terms:

Tailor keywords for the intended audience, such as "for beginners," "expert insights," or "student-friendly." Example: "Exposition podcast for students," "Discussion on politics for beginners," "Review podcast for movie enthusiasts."

e. Combine Keywords Strategically:

Use multiple keywords to refine the search. Example: "Persuasive exposition climate action," "In-depth discussion on cultural diversity," "Film review podcast with critical analysis."

f. Experiment with Variations:

Try synonyms or alternative phrases to discover diverse content. Example: "Argumentative podcast," "Panel discussion podcast," "Critical appraisal podcast."

g. Utilize Platform-Specific Tools:

Explore the filters and advanced search options on platforms like YouTube and Spotify to improve keyword efficiency.

By applying these strategies, listeners can effectively locate podcast content that aligns with their specific interests and learning objectives.

Exercise

This practice will measure your critical thinking while you listen to a podcast. Please scan that barcode to access the podcast. After that, please analyze it by answering the questions below.



- a. What concerns does the speaker address regarding the use of AI in education, particularly about cheating? How does the speaker counter these concerns?
- b. Discuss the speaker's perspective on the relationship between AI and human intelligence. Why is it important to view AI as a tool for enhancement rather than replacement?
- c. What are the proposed guardrails and regulations for the responsible use of AI in education? Why are these measures necessary?
- d. Reflect on the call to action made by the speaker. What steps should educators, policymakers, and society take to ensure the positive integration of AI in education?
- e. Imagine you are a teacher using Conmigo in your classroom. How would you integrate this AI tool into your lesson plans? Provide a specific example.
- f. If you were to debate the use of AI in education, what arguments would you present for or against its implementation based on the podcast's content?
- g. How do you feel about the use of AI in education after listening to this podcast? Do you share the speaker's optimism? Why or why not?

- h. What potential challenges do you foresee in implementing AI tools like Conmigo in educational settings? How might these challenges be addressed?

Then please convert your answers on those points into an essay as the script. Below is the scaffolding to make your essay more systematic.

a. TITLE

b. Introductory Paragraph

- 1) Introduce the topic of AI in education.
- 2) Mention the significance of the podcast discussing "Conmigo," the AI tutor developed by Khan Academy.
- 3) State the purpose of the essay: to explore the benefits and challenges of AI in education.

c. Issue of Cheating

- 1) Determine that the main issue with AI is
- 2) Describe how the speaker addresses this issue by highlighting how AI fosters critical thinking and learning rather than offering clear solutions.

d. The Use of AI to Boost Human Intelligence

- 1) Talk about the speaker's viewpoint that AI should be used to supplement conventional teaching techniques rather than to replace them.
- 2) Stress the value of incorporating AI to enhance human instruction and promote vital abilities like critical thinking and creativity.

e. Suggested Regulations and Barriers

- 1) Describe the necessity of rules and guidelines for the ethical application of AI in education.
- 2) Describe how ethical norms, openness, and data privacy safeguards are crucial for reducing the hazards associated with AI.

f. Stakeholder Call to Action

- 1) Recap the speaker's appeal for cooperation between society, legislators, and education.
- 2) Make recommendations for actions that stakeholders should take to guarantee the successful integration of AI in education, such as educator training and the creation of supportive policies.

g. Integrating Conmigo in the Classroom

- 1) Provide an example of how a teacher could integrate Conmigo into lesson plans (e.g., using it as a personalized learning assistant in math).
- 2) Explain the benefits of this integration for student learning and teacher support.

h. Debating the Use of AI in Education

- 1) Present arguments for the implementation of AI based on the podcast's content (e.g., personalized learning, engagement).
- 2) Acknowledge potential concerns and the need for ethical guidelines.

i. Personal Reflection on AI in Education

- 1) Share personal feelings about the use of AI in education after listening to the podcast.
- 2) Discuss the balance between optimism for AI's potential and the need for responsible use.

j. Challenges in Implementing AI Tools

- 1) Identify potential challenges in implementing AI tools such as Conmigo (e.g., the digital divide, educator resistance).
- 2) Suggest solutions to address these challenges, such as providing equitable access and professional development for teachers.

k. Conclusion

- 1) Summarize the key points discussed in the essay.
- 2) Reiterate the potential of AI to enhance education while emphasizing the importance of responsible implementation.
- 3) Conclude with a statement about the collective commitment needed to harness AI's potential for the benefit of all students.

l. Evaluation

- 1) Decide which podcast content is exposition and which is discussion
- 2) Elaborate on the main argument or thesis of these podcast contents.
- 3) Summarize the podcast



(.....)



(.....)

Listening Critically to Exposition Text

Definition

An exposition text is a form of writing aimed at persuading readers to adopt a particular viewpoint or to consider a specific perspective. This genre is prominent in contexts where the objective is to influence or advocate for change, such as academic essays, editorials, and speeches. Expositions are designed to present a case logically and systematically, using evidence and reasoning to support the thesis.

Social Function

The primary social function of exposition texts is to argue for or against a particular idea, fostering

understanding or agreement with the writer's viewpoint. They are crucial in contexts such as education, policymaking, and advocacy, where reasoned arguments contribute to informed decision-making.

Generic Structure

The structure of exposition texts typically unfolds through the following stages:

- a. **Thesis:** Introduces the main argument or stance. It often includes a preview of the supporting arguments.
- b. **Arguments:** A series of elaborated points that substantiate the thesis. Each argument is supported by evidence or examples.
- c. **Reiteration:** Reinforces the thesis and summarizes key arguments to leave a lasting impression on the audience.

Linguistic Features

Exposition texts exhibit specific linguistic traits to achieve their persuasive purpose:

- a. **Relational Processes:** To establish relationships between concepts (e.g., "is caused by," "results in").
- b. **Modality:** Modal verbs and adverbs (e.g., "must," "should," "possibly") to express degrees of certainty and obligation.
- c. **Logical Conjunctions:** Words like "therefore," "however," and "because" signal relationships between ideas.
- d. **Technical Vocabulary:** Precise terminology suited to the field or topic under discussion.
- e. **Evaluative Language:** Words that express judgment (e.g., "significant," "problematic," "beneficial").

Guideline for Critical Listening to Exposition Podcasts

Listening critically to podcasts in the exposition genre involves actively engaging with the content to understand, evaluate, and reflect on the arguments presented. Here is a step-by-step guide:

- a. **Understand the Purpose:**
 - 1) Identify the main argument or thesis presented by the speaker.
 - 2) Note the goal of the podcast—is it persuading, informing, or advocating for a specific change?
- b. **Analyze the Arguments:**
 - 1) Break down the key points presented to support the thesis.
 - 2) Evaluate the evidence provided. Is it credible, relevant, and sufficient?
- c. **Evaluate the Structure:**
 - 1) Look for a clear organization—thesis, supporting arguments, and conclusion.
 - 2) Assess whether the transitions between ideas are logical and coherent.
- d. **Examine the Language:**
 - 1) Pay attention to the use of modality (e.g., "must," "should," "might"), evaluative language, and technical terms.
 - 2) Note rhetorical devices, such as repetition or analogies, used to strengthen the argument.
- e. **Assess the Delivery:**
 - 1) Consider the speaker's tone, pacing, and emphasis. Do they enhance the argument's effectiveness?

- 2) Reflect on the use of examples or anecdotes to connect with the audience.
- f. Formulate a Response:
 - 1) Compare the argument to your prior knowledge or opposing views.
 - 2) Reflect on whether the podcast influenced your perspective or decision-making.

Exercise

This exercise is designed to train your critical listening to podcast content and to recognize exposition text. Please access the podcast by scanning the following barcode



A—ANALYZE

- a. Analyze the podcast critically by following the points.
 - 1) Identify the main argument or thesis presented by the speaker.
 - 2) Note the goal of the podcast—is it persuading, informing, or advocating for a specific change?
 - 3) Break down the key points presented to support the thesis.
 - 4) Evaluate the evidence provided. Is it credible, relevant, and sufficient?
 - 5) Look for a clear organization—thesis, supporting arguments, and conclusion.
 - 6) Assess whether the transitions between ideas are logical and coherent
 - 7) Pay attention to the use of modality (e.g., "must," "should," "might"), evaluative language, and technical terms.
 - 8) Note rhetorical devices, such as repetition or analogies, used to strengthen the argument.
 - 9) Consider the speaker's tone, pacing, and emphasis. Do they enhance the argument's effectiveness?
 - 10) Reflect on the use of examples or anecdotes to connect with the audience,
 - 11) Compare the argument to your prior knowledge or opposing views.
 - 12) Reflect on whether the podcast influenced your perspective or decision-making.
- b. Answer the questions below to make your frame of script more structured.
 - 1) Purpose and Thesis: What is the main argument? Is it clearly stated? What is the goal of this exposition?
 - 2) Evidence and Reasoning: What evidence supports the argument? Is it sufficient and reliable? Are there any gaps in reasoning?
 - 3) Bias and Perspective: Does the speaker show bias? How does their perspective shape the argument?
 - 4) Impact: How does this argument relate to broader societal or personal issues? What are the

implications?

c. Draft your podcast script by applying this frame

1) Introduction (Thesis)

2) Elaboration

3) Speaker Bias

4) Personal Reflection

R—REVIEW – REVISE- RECORD

a. After composing your podcast script draft, submit it to the teacher for reviewing process.

b. Under the teacher's supervision, revise your draft

c. Record your script as the audio draft before podcasting

I—IMMEDIATELY PODCAST AND SHARE IT

a. Once you are convinced that your audio draft is flawless, choose the preferred podcast platform to

b. Customize your audio draft, such as music addition, or any graphic addition, to make your podcast 'ear' and 'eye' catching.

c. Podcast your audio draft

d. Share your podcast with the Class WhatsApp group

Evaluation

Now is the time for you to access your preferred podcast and analyze it critically. Access the podcast realizing exposition text. You can consider the guidelines to formulate effective keywords previously presented in 'Chapter V'. Make a podcast based on the analysis you have made, following the steps in the 'Exercise'.

4. CONCLUSION

In summary, the ARRRIPS model was developed as an innovative response to the lack of effective instructional approaches in teaching critical listening and thinking in EFL contexts. Rooted in Constructivist Learning Theory, Task-Based Learning, and guided by the ADDIE instructional design framework, the model integrates self-mediated podcasts as both learning content and a product of student learning. Its six structured phases—Analyze, Review, Revise, Record, Immediately Podcast, and Share—systematically guide students through a learning process that promotes critical engagement with authentic materials, encourages reflection, fosters peer collaboration, and strengthens metacognitive awareness.

Through its implementation, the ARRRIPS model demonstrated significant improvements in students' critical thinking, listening comprehension, analytical reasoning, and digital literacy. The authentic, real-world tasks and diverse global topics engaged students deeply, allowing them to take ownership of their learning, work collaboratively, and develop higher-order thinking skills essential for academic and professional success. Both quantitative and qualitative data confirmed the model's effectiveness in fostering active, autonomous, and reflective learners who confidently analyze complex information and communicate their evaluations clearly. Its flexibility for use in both hybrid and conventional learning environments further highlights its practical value for modern language classrooms. Ultimately, the ARRRIPS model successfully bridges theory and practice, offering a powerful and adaptable framework for cultivating critical listening and critical thinking among EFL

students.

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