

Exploring the Potential of English Podcasts for English Idiomatic Language Learning

¹Anya Katerin Lerika Dhuasti, ²Yoanes Cornilita Sahidangan, ³Titus Angga Restuaji
^{1,2,3}English Language Education Study Program, Musi Charitas Catholic University, Palembang, Indonesia

Correspondence: 2541002@student.ukmc.ac.id

ABSTRACT

Idiomatic expressions play an important role in English communication; they can be challenging for students, especially English as a Foreign Language or EFL learners, but they are essential to learn. English podcasts may offer learners opportunities to encounter idiomatic expressions in fluent spoken contexts. This systematic literature review examines the importance of idiomatic expressions for English learners, explores the potential of English podcasts to support learners' understanding of daily English communication, and analyses the benefits of podcasts as a learning medium. This study has collected twenty two selected articles retrieved through searchers of Google Scholars, Scopis, and ScienceDirect, using a systematic selection process guided by the PRISMA two thousand and twenty framework, published between two thousand and twenty and two thousand and twenty five. The findings suggest that idiomatic expressions contribute to vocabulary development, communicative skills, and understanding in everyday communication. Podcasts offer authentic language exposure, repeated listening opportunities, and flexible access to learning materials. However, unfamiliar vocabulary, idiomatic meanings, pronunciation, and speaking speed may create comprehension difficulties. The findings also highlight the importance of selecting podcast materials that relate to learners' ages, interests, English proficiency levels, and learning needs. In conclusion, English podcasts can support idiom learning when paired with appropriate materials and teacher-led instructional strategies. Further research is needed to examine their specific effects on learners' understanding and use of idiomatic expression in everyday communication.

Keywords: Idiomatic Expressions; English Podcasts; Listening Comprehension; English Language Learning; EFL Learners

INTRODUCTION

English is an important language for communication and education. Listening is an essential skill in learning English, although it can be challenging for English learners. Therefore, learning English is increasingly important, especially as technology continues to develop rapidly. Technological advancements have provided various media that can support English language learning.

According to Zhunusova et al. (2023), New innovative technologies in the process of teaching English language enhance the learning and cognitive activity of students in mastering the new language material, increasing interest in the subject. Besides, new innovation technologies provide the use of means as a visualization at a high level of the proposed material, expand the possibilities of implementing various exercises in the learning process, ensure the activation of the learning process in the process of continuous communication, allowing to form a positive attitude of students to the material being studied (p. 30).

This shows that using technology-based media in English language learning can make the learning process more effective. One such medium is podcasts, which have become increasingly popular as a tool for learning English. Previous studies have shown that podcasts can support English language

learning, particularly listening comprehension. Safitri and Najwa (2024) found that podcasts can improve students' listening comprehension by providing authentic materials, diverse content, and opportunities for active listening. In addition, Tabatabaee and Rezvani (2019) investigated the use of English podcasts for learning idioms and vocabulary among Iranian EFL learners. Their findings showed that students who learned through podcasts performed better on the post-test than the control group, indicating that podcasts can support idiom and vocabulary learning. However, using podcasts in EFL learning is not without challenges. Susiawati et al. (2024) noted that podcasts are often underutilized and lack structured application in EFL classrooms. They also identified challenges such as poorly designed instructional content, insufficient teacher preparation, and low learner motivation. More recently, Selviani and Ardiana (2025) found that EFL students struggled to understand English podcasts, including unfamiliar vocabulary and idiomatic expressions, which could hinder comprehension.

These findings indicate that although previous studies have examined podcasts for listening comprehension and idiom learning, more focused discussion of idiomatic expressions in English podcasts is still needed. In particular, further attention is needed to understand how idiomatic expressions encountered in podcasts may affect learners' understanding of English used in everyday communication. Therefore, this literature review focuses on idiomatic expressions in English podcasts and their potential role in supporting English learners' understanding of everyday English communication.

This literature review examines the importance of idiomatic expressions for English learners and explores how English podcasts can support learners' understanding of idiomatic expressions and everyday English communication. This review also examines podcasts as a medium for learning idiomatic expressions. To achieve this, this research endeavoured to respond to the following research question:

1. Why idiomatic expressions important for English Learners?
2. How can learning idiomatic expressions through English Podcast improve learners' understanding of everyday English communication?
3. Why is choosing podcasts to learn idiomatic expressions important for English learners?

METHODS

This study employed a Systematic Literature Review (SLR) to identify and examine previous studies on idiomatic expressions, listening skills, and the use of podcasts in English language learning. SLR differs from a traditional narrative review because it follows a systematic, transparent, and replicable procedure for identifying and reviewing relevant studies based on predetermined criteria. This systematic approach helps minimise potential bias throughout the processes of searching, identifying, appraising, synthesising, and analysing previous studies. When conducted systematically, an SLR can provide more reliable findings and conclusions that may contribute to knowledge development and informed decisions in research and practice (Mengist et al., 2020).

As the first stage of the SLR process, a systematic literature search was conducted using three academic databases: Google Scholar, Scopus, and ScienceDirect. These databases were selected to obtain relevant scholarly publications related to the research topic. The search used keywords such as "idiomatic expressions," "English idiomatic expressions," "listening skills," "listening comprehension," "podcasts," and "English podcasts." These keywords were combined using Boolean operators, particularly AND and OR, to refine the search and identify studies relevant to the review's focus. For example, the search included

combinations such as “idiomatic expressions” AND “listening skills,” “idiomatic expressions” AND “podcasts,” and “English podcasts” AND “listening comprehension.” The search was limited to publications from 2020 to 2026 to focus on relatively recent research. The literature search primarily targeted journal articles on English language learning, particularly research on idiomatic expressions, listening skills, listening comprehension, and the use of podcasts as a learning resource. The identified articles were subsequently examined against the predetermined inclusion and exclusion criteria, and only studies that met the criteria were included in the final review. The initial produced 22 articles.

The article selection process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines to ensure a transparent and systematic approach to identifying, screening, and selecting relevant studies (Page et al., 2021). Initially, 100 records were identified through the literature search. These records were then assessed according to predetermined inclusion and exclusion criteria to determine their relevance to the research topic, Exploring the Potential of English Podcasts for English Idiomatic Language Learning. After the selection process, 22 articles were included in the final review.

The inclusion criteria were established to ensure that the selected studies were relevant to the objectives of this review. First, the articles had to be published between 2020 and 2026. Second, they had to be written in English and available in full text. Third, the articles had to discuss at least one aspect related to English idiomatic expressions, English podcasts, or the use of podcasts in English language learning. Studies focusing on vocabulary development, listening comprehension, and learners’ understanding of English in everyday communication were also considered when their findings were relevant to the research questions.

The exclusion criteria were applied to remove studies that did not meet these requirements. Articles published outside the selected period, written in languages other than English, unavailable in full text, or unrelated to the research topic were excluded. Duplicate records were also removed to avoid counting the same study more than once. Furthermore, articles that discussed podcasts or language learning only in a general context, without providing information relevant to the research questions, were not included in the final analysis.

The selection criteria were aligned with the three research questions of this study. The first research question (RQ1) focuses on why idiomatic expressions are important for English learners. Therefore, articles discussing the role of idioms in vocabulary development, language comprehension, and everyday communication were considered relevant. The second research question (RQ2) examines how learning idiomatic expressions through English podcasts can improve learners’ understanding of everyday English communication. For this question, studies discussing podcast-based learning, listening comprehension, exposure to authentic spoken English, and learners’ understanding of expressions in context were considered when relevant. The third research question (RQ3) focuses on why podcasts are an important learning resource for English idiomatic expressions. Articles were considered relevant if they described the potential advantages of podcasts, including access to authentic spoken English, exposure to language in context, learning flexibility, and opportunities to listen to English outside the classroom. Studies discussing learners’ listening experiences, vocabulary development, and the accessibility of podcast materials were also considered when they provided insights into the suitability of podcasts for language learning. These criteria helped the researchers examine not only how podcasts may support learning but also why they may be an appropriate medium for learning idiomatic expressions.

The selection process involved several stages. First, the records identified through the literature search were collected and organized. Second, duplicate records were removed. Third, the titles and abstracts were screened to identify potentially relevant studies. Next, the full texts of the selected articles were assessed against the inclusion and exclusion criteria. Finally, 22 articles were included in the systematic literature review. The selection process was intended to ensure that the final studies were relevant to the research topic and could contribute to answering the three research questions.

The numbers of records removed as duplicates, excluded during title and abstract screening, and excluded after full-text assessment should be reported in the PRISMA 2020 flow diagram according to the actual screening results. This diagram visually represents the selection process, from initial record identification to the final inclusion of 22 studies.

Following the identification and selection of relevant studies, the selected articles were systematically analysed according to the research questions and predetermined criteria. The data analysis process involved several stages, including article screening, information extraction, comparison of findings, thematic categorization, and synthesis of the results.

Following the selection of relevant articles, the selected articles were analysed according to the research questions and established criteria. At the beginning of the process, 100 articles from Google Scholar, Scopus, and ScienceDirect using several keywords related to our topic, such as “idiomatic expressions,” “English idiomatic expressions,” “listening skills,” “listening comprehension,” “podcasts,” and “English podcasts.” Based on the initial criteria, 92 articles were selected for the screening process, and excluded while 8 articles were excluded because the database selection was refined to better match the focus of the study. During screening, we reviewed the titles and abstracts of the articles to determine whether they were related to our research topic. 30 articles were excluded because the article discussed a broader topic, while this study focuses more specifically on the use of podcasts for learning idiomatic expressions. As a result, 62 articles remained for further examination. The remaining articles were then examined in full text to check whether they met our inclusion and exclusion criteria. These criteria included publication year 2020–2026, English language, relevant topic, accessible full-text/PDF. Based on these criteria, 14 articles were excluded because they did not meet the inclusion criteria, focused only on general podcast use, were unavailable in full text, or did not provide relevant findings for the research questions, leaving 22 articles for the final analysis.

For data analysis, 22 selected articles have been found and identified information related to our research questions. It focused on information about the use of podcasts in English language learning, especially in relation to listening skills, vocabulary development, and idiomatic expressions. The findings from the selected articles were compared to identify similarities and differences among the studies. Similar findings were grouped into several themes, including vocabulary enrichment, listening comprehension, exposure to authentic English, and learning idiomatic expressions. The findings were then summarized based on the themes that had been identified. The summary was used to answer our research questions and to explain how podcasts can support English language learning, particularly in developing listening skills, vocabulary, and understanding of idiomatic expressions.

RESULT AND DISCUSSION

Results



Table 1. Literature Analysis

No.	Author & Year	Research Focus	Context	Main Finding	Related RQ
1.	Soto-Sierra (2024)	Factors influencing L2 learners' idiom knowledge	The study investigated how cross-language similarity, transparency, and other factors influenced English idiom knowledge among 53 Chilean L2 English speakers.	Cross-language similarity, transparency, and familiarity significantly predicted idiom knowledge. The findings suggest that idiom learning depends on how easily learners can understand the relationship between form and meaning.	RQ 1
2.	Tintiuc & Mihail-Veleşcu (2025)	Teaching idiomatic expressions in EFL contexts	The article discusses the pedagogical importance of systematically teaching idiomatic expressions according to learners' proficiency and communicative needs	Idioms are often overlooked in EFL teaching even though they are important for communicative competence and fluency. Teaching should consider learners' proficiency levels and communicative needs.	RQ 1
3.	Abushaev (2023)	The importance of idiomatic expressions for English language learners.	The study discusses the importance of idiomatic expressions in English language competence, particularly for non-native English learners.	Idiomatic expressions are an important part of English language competence. Understanding and using idiomatic expressions can support learners' overall English proficiency.	RQ 1
4.	Wang et al. (2023)	The effectiveness of CALL glossing for idiom learning.	The study compared text-only, text-plus-audio, and text-plus-video glossing for learning English idioms among 99 Chinese university students.	All three modes promoted idiom acquisition while text-plus-video glossing was more effective than text-plus-audio and text-only glossing.	RQ 1, RQ 2
5.	Natasha (2025)	Indonesian EFL students' ability	Indonesian EFL students watched a short drama	Most students interpreted the idioms, and they	RQ 1, RQ 2





	to interpret English idioms in conversational drama.	containing English idioms and interpreted the idiomatic expressions.	commonly used a reduction strategy when interpreting them. The study demonstrates the importance of understanding idioms occurring in conversational contexts.	
6.	Zhunusova, Umbetbekova, & Zhilkipova (2023)	Innovative technologies for learning English idiomatic expressions.	The study focuses on using innovative technologies as learning tools for English idiomatic expressions.	Technology can provide additional ways for learners to engage with and understand idiomatic expressions, supporting more effective idiom learning. RQ 1, RQ 2
7.	Deda (2023)	The use of podcasts in EFL from pre-service teachers' perspectives.	The study explores the use of podcasts as authentic language resources in EFL learning and examines pre-service teachers' views toward their use.	Podcasts are viewed positively as learning resources and can provide learners with authentic language exposure and opportunities to develop language skills. RQ 2
8.	Ekawati et al. (2024)	Podcast-based listening activities in an EFL listening class.	The study investigates podcast-based listening activities, students' difficulties, and lecturers' challenges in implementing podcasts in EFL listening classes.	Podcast-based activities can provide authentic language exposure and support listening development. However, students may struggle with vocabulary, speaking speed, and pronunciation. RQ 2
9.	Motamed ynia & Nasrollahi Shahri (2022)	The lexical demands of podcasts and their potential for incidental vocabulary learning.	The study analyses the vocabulary demands of EAL and general-audience podcasts and examines their potential for incidental vocabulary learning.	Podcasts can support incidental vocabulary learning because learners are repeatedly exposed to lexical items through podcast content. RQ 2
10.	Ehsanpour (2022)	The relationship between English	The study compares learners' idiomatic	The podcast group showed significantly RQ 2





	podcasts and EFL learners' idiomatic knowledge.	knowledge after learning through English podcasts with learners receiving conventional instruction.	greater improvement in idiomatic knowledge than the conventional learning group, suggesting that podcasts can support idiom learning.	
11.	Nikbakht & Mazdayasna (2023)	The use of video podcasts for learning English proverbs	Using video podcasts to learn English proverbs. The study examined 31 Iranian EFL learners who learned English proverbs through either traditional instruction or video podcasts over five weeks.	The video-podcast group performed significantly better than the traditional-instruction group, showing that video podcasts can support learning English proverbs. RQ 2, RQ 3
12.	Selviani & Ardiana (2025)	EFL students' experiences, challenges, and strategies in listening to English podcasts.	Ten EFL students were interviewed about their experiences listening to English podcasts. Their challenges included unfamiliar vocabulary and idiomatic expressions.	Students used strategies such as subtitles, adjusting playback speed, repeated listening, and taking notes. These strategies helped them improve vocabulary and listening comprehension. RQ 2, RQ 3
13.	Fachrizat al. (2023)	The significance of podcasting for EFL learning	This literature review examined 20 studies concerning podcasting and EFL learning, including its contribution to English skills.	Podcasting is an interesting medium for English learning and can support different English skills, particularly listening. However, challenges include vocabulary limitations, technological competence, internet connection, and facilities. RQ 2, RQ 3
14.	Indahsari (2020)	The use of podcasts in EFL language learning	This review examined studies on podcast use in English learning, especially listening.	Podcasts can improve language ability, particularly listening ability, and can motivate students to learn English. The study also RQ 2, RQ 3





				recommends teacher guidance when podcasts are used as learning materials.	
15.	Suseno (2024)	Podcast materials for learning words and expressions and improving speaking.	The study explored the use of podcast materials to introduce foreign words and expressions and support EFL learners' speaking skills.	Podcast materials can give learners opportunities to encounter and practice new words and expressions while developing their speaking skills.	RQ 2, RQ 3
16.	Ma'rufah, Samanhu di, & Ardiasih (2024)	Podcast-assisted project-based learning for English speaking.	The study investigated project-based learning using podcast-assisted media to develop students' English-speaking skills.	Podcast-assisted project-based learning gives students opportunities to practice speaking English and develop communication skills.	RQ 2, RQ 3
17.	Hulliyany et al. (2024)	Effectiveness of podcasts in English Language Teaching.	This systematic review examined previous research on the use of podcasts in ELT and their effectiveness for language learning.	Podcasts have potential as ELT media because they provide accessible listening materials and opportunities for learners to practice English skills.	RQ 2, RQ 3
18.	Zahrok (2024)	Podcast use in teaching listening comprehension	The study investigated the effects of using podcasts in listening instruction on students' listening comprehension achievement.	The study supports the use of podcasts as instructional material for listening development.	RQ 2, RQ 3
19.	Peng, Akhter, & Hashemifardnia (2025)	Podcast-integrated speaking instruction, IDLE, engagement, and speaking skills.	The study examined structured podcast-based speaking instruction and its effects on Informal Digital English Learning, academic engagement, and speaking skills.	Podcast-integrated instruction provides authentic language exposure and can support speaking development and learner engagement.	RQ 2, RQ 3





20.	Rachmani putri, Purnawar man, & Gunawan (2021)	Students' perceptions and challenges in using podcasts for listening.	The study used a qualitative case-study approach with 25 high school students to investigate their perceptions and challenges when using podcasts in listening classes.	Students viewed podcasts as authentic listening materials, but they also faced challenges when listening to them.	RQ 2, RQ 3
21.	Chaves-Yuste & de-la-Peña (2023)	The use and effects of podcasts in the EFL classroom	The study investigated podcast use as an intervention in an EFL classroom and examined its contribution to English learning.	Podcast-based activities can support EFL learning and give learners opportunities to engage with English through digital, authentic materials.	RQ 3
22.	Liu (2023)	The lexical characteristics of academic podcasts.	The study analyzed a 9.6-million-word corpus of academic podcasts, focusing on general, academic, and discipline-specific vocabulary.	Academic podcasts contain substantial amounts of frequently used academic vocabulary and provide opportunities to encounter vocabulary in authentic contexts. They therefore have strong potential as language-learning resources.	RQ 3

Discussion

3.1 Findings for Research Question 1

The reviewed studies indicate that idiomatic expressions are an important part of English language competence because they are closely related to communication, comprehension, fluency, and the ability to understanding English in context. Abushaev (2023) emphasises that idiomatic expressions are an important component of English language competence, particularly for non-native English learners. Similarly, Tintiuc and Mihail-Veleşcu (2025) argue that idioms are important for communicative competence and fluency, although they are often overlooked in English as a Foreign Language (EFL)



teaching.

Several studies also show that learners' ability to understand idioms can depend on how easily it can connect an expression to its meaning. Soto-Sierra and Ferreira (2024) found that cross-language similarity, transparency, and familiarity significantly influenced learners' idiom knowledge. This suggests that idiomatic expressions may be difficult for learners when their meanings cannot be understood directly from the individual words. In addition, Natasha (2025) found that Indonesian EFL students generally could interpret idioms presented in conversational drama, highlighting the importance of understanding idiomatic expressions in conversational contexts. Wang et al. (2023) further showed that different forms of glossing could support idiom acquisition, with text-plus-video glossing being more effective than text-only and text-plus-audio glossing.

Overall, these findings suggest that idiomatic expressions are important because they contribute not only to vocabulary knowledge but also to learners' ability to understand and participate in meaningful English communication. Differences among the studies may relate to learners' linguistic backgrounds, learning contexts, and the types of instructional support provided. Therefore, idiomatic expressions should receive greater attention in EFL learning, particularly when they are taught through meaningful contexts rather than as isolated vocabulary items. The importance of idiomatic expressions also aligns with the study selection criteria used in this review, which included research on vocabulary development, comprehension, and everyday communication.

3.2 Findings for Research Question 2

The previous studies generally indicate that podcasts can provide learners with authentic spoken English, repeated exposure, contextualized vocabulary, and opportunities to practice listening. These characteristics can help learners become more familiar with expressions that may occur in everyday communication. Ehsanpour (2022) directly found that learners who learned idiomatic expressions through English podcasts showed greater improvement in idiomatic knowledge than learners who received conventional instruction. This finding is supported by Nikbakht and Mazdayasna (2023), whose study showed that learners who used video podcasts performed better in learning English proverbs than those who received traditional instruction. Together, these findings suggest that podcast-based materials can support learning figurative and formulaic language.

Other studies highlight the role of repeated exposure and authentic listening. Motamedynia and Nasrollahi Shahri (2022) found that podcasts can support incidental vocabulary learning because learners repeatedly encounter lexical items through podcast content. Ekawati et al. (2024) similarly reported that podcast-based listening activities provide authentic language exposure and support listening development, although learners may experience difficulties with vocabulary, speaking speed, and pronunciation. These difficulties are particularly relevant to idiomatic expressions because unfamiliar expressions can make authentic spoken English more challenging to understand. Selviani and Ardiana (2025) found that EFL students experienced difficulties with unfamiliar vocabulary and idiomatic expressions when listening to English podcasts. However, students used strategies such as subtitles, adjusting playback speed, repeated listening, and taking notes, which helped them improve their vocabulary and listening comprehension.

Therefore, podcasts do not automatically make idiomatic expressions easy to learn. Instead, their effectiveness may depend on how learners interact with the material and the support provided during learning.

The findings therefore suggest that English podcasts can improve learners' understanding of everyday English communication by exposing them to idiomatic expressions within meaningful spoken contexts. Rather than learning an idiom only through its definition, learners can encounter how expressions are used in actual communication. Deda (2023) also supports this perspective, showing that podcasts are viewed as authentic language resources that give learners opportunities to develop English skills. The overall findings indicate that podcasts can connect classroom learning with more natural forms of English communication.

3.3 Findings for Research Question 3

The third research question asks why podcasts are an important medium for learning idiomatic expressions. The reviewed literature shows that podcasts offer several advantages, particularly authentic language exposure, accessibility, flexibility, and opportunities for learning beyond the classroom. These characteristics make podcasts a potentially useful resource for English learners who need greater exposure to naturally occurring English. Several studies support the value of podcasts as authentic learning materials. Deda (2023) found that podcasts can provide authentic language exposure and opportunities to develop English skills. Indahsari (2020) similarly reported that podcasts can improve language ability, particularly listening, and motivate students to learn English. Hulliyany et al. (2024) also concluded that podcasts have potential as English Language Teaching (ELT) media because they provide accessible listening materials and opportunities for learners to practice English skills.

The reviewed studies also indicate that podcasts can expose learners to vocabulary and expressions in authentic contexts. Liu (2023), for example, found that academic podcasts contain frequently used academic vocabulary and give learners opportunities to encounter vocabulary in authentic contexts. Suseno (2024) showed that podcast materials can give learners opportunities to encounter and practice new words and expressions while developing speaking abilities. Similarly, Ma'rufah et al. (2024) found that podcast-assisted project-based learning give students opportunities to practice English speaking and develop communication-related skills. However, the findings also show limitations. Rachmaniputri et al. (2021) found that although students viewed podcasts as authentic listening materials, they also experienced challenges when using them. Fachriza et al. (2023) identified challenges including vocabulary limitations, technological competence, internet connection, and facilities. These findings indicate that accessibility does not necessarily mean that all learners can use podcasts effectively without support.

Overall, podcasts are important for learning idiomatic expressions because they let learners encounter English in spoken and contextualised forms while providing flexible opportunities for listening and language practice. However, podcasts' effectiveness depends on appropriate material selection, learner strategies, and instructional support. Therefore, podcasts should be viewed not simply as supplementary entertainment but as learning resources that can be integrated purposefully into EFL instruction. The literature selection in this review similarly considered authentic spoken English, contextual exposure, flexibility, and opportunities to listen outside the classroom as important characteristics of podcast-based



learning.

3.4 Implications and Limitations

The review's findings have several implications for English language teaching. First, teachers can use podcasts to introduce idiomatic expressions through authentic spoken contexts rather than teaching idioms only as isolated vocabulary items. Teachers should select podcast materials that match learners' ages, interests, English proficiency levels, and learning needs. Relevant topics may help learners stay engaged and understand how idiomatic expressions are used in everyday communication. Second, teachers can provide supporting strategies, such as transcripts or subtitles, repeated listening, note-taking, and playback-speed adjustment, to help learners understand unfamiliar vocabulary and idiomatic expressions. These strategies may help learners recognize expressions in spoken English and interpret their meanings in context.

However, using podcasts in English language learning also presents several challenges. Rachmaniputri et al. (2021) investigated 25 senior high school students and found that learners experienced difficulties related to information processing, English proficiency, podcast materials, and listening equipment. These difficulties included unfamiliar vocabulary, problems recognising spoken words, fast speech rates, unfamiliar accents, unclear audio, and environmental distractions. The study also highlighted the importance of selecting podcast topics and difficulty levels that suit learners' needs. These findings suggest that teachers should carefully consider the suitability of podcast content and provide appropriate support to help learners understand the material.

This review also has limitations. The literature search was restricted to studies published between 2020 and 2026 and focused on English-language, full-text studies related to idiomatic expressions, podcasts, listening comprehension, vocabulary, and everyday English communication. Furthermore, the 22 selected studies examined different aspects of English language learning, and not all of them specifically investigated learning idiomatic expressions through podcasts. Therefore, the findings about the use of podcasts for idiom learning should be interpreted carefully because some conclusions are based on broader research into listening, vocabulary, and speaking.

The findings also highlight a research gap. Although previous studies have examined the benefits and challenges of podcasts in English language learning, further research is needed to understand how podcasts can specifically support learners in recognizing, interpreting, and using idiomatic expressions in everyday communication. Future studies could investigate how podcast topics, learners' interests, and English proficiency levels influence idiom learning. Such research could provide a clearer understanding of how podcast-based instruction can be designed to meet learners' needs and support meaningful English communication.



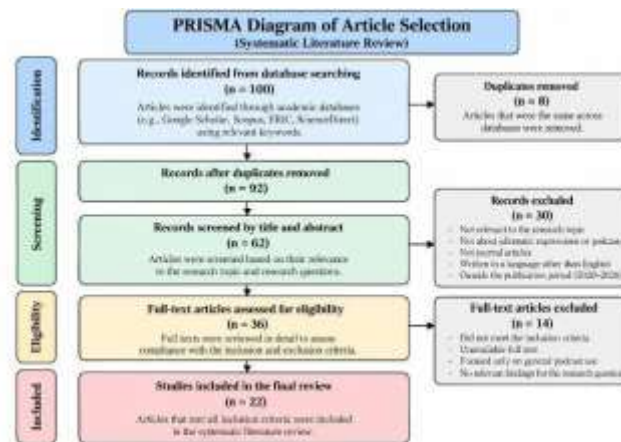


Figure 1. PRISMA diagram

CONCLUSION

This systematic literature review examined the importance of idiomatic expressions for English learners, the potential of English podcasts to support learners' understanding of idioms in everyday communication, and the reasons podcasts can be used as a learning medium. Based on the review of 22 selected articles, the findings indicate that idiomatic expressions are important for developing vocabulary knowledge, communicative competence, fluency, and the ability to understand English in context. English podcasts can also support idiom learning by exposing learners to authentic spoken English and allowing them to encounter expressions in meaningful contexts. Furthermore, podcasts offer flexible access to learning materials and opportunities for repeated listening beyond the classroom.

However, podcasts do not automatically guarantee successful learning. Their effectiveness may depend on whether the content suits learners' ages, interests, English proficiency levels, and learning needs. Difficult vocabulary, unfamiliar accents, fast speech, and technical limitations may also affect comprehension. Therefore, teachers should select appropriate podcast materials and support learners with strategies such as transcripts, repeated listening, note-taking, and playback-speed adjustment. Since many reviewed studies focused on general listening skills and vocabulary rather than idiomatic expressions specifically, further research is needed to investigate how English podcasts can help learners understand and use idiomatic expressions in everyday communication.

Acknowledgments

The authors would like to express their gratitude to Sir Yohanes Heri Pranoto, M.Pd. as the lecturer in charge of Academic Reading and Writing course, for providing suggestions, feedback, direction, and guidance throughout the systematic literature review (SLR) to support the completion of this systematic literature review well. Their support helped improvement and the quality of this literature review.

The authors would also like to express their gratitude to all parties who have helped and assisted during the preparation of this SLR through the research and writing process. This systematic literature review is expected to be useful to readers and serve as a reference for future research for everyone and serve as a lesson for the future, especially in the scope of English language teaching.

REFERENCES

- Abushaev, A. K. (2023). The necessity of idiomatic expressions to English language learners. *European Journal of Interdisciplinary Research and Development*, 15, 306–311. <https://ejird.journalspark.org/index.php/ejird/article/view/581>
- Chaves-Yuste, B., & de-la-Peña, C. (2023). Podcasts' effects on the EFL classroom: A socially relevant intervention. *Smart Learning Environments*, 10(1), Article 20. <https://doi.org/10.1186/s40561-023-00241-1>
- Deda, S. H. (2023). Podcasts in EFL: The views of pre-service teachers. *European Journal of English Language Teaching*, 8(3). <https://doi.org/10.46827/ejel.v8i3.4902>
- Ehsanpour, F. (2022). A comparative analysis of Iranian EFL learners' knowledge of idioms: A case of English podcasts. *First International Conference on Research Findings in Language and Literature Studies*. https://www.researchgate.net/publication/362845509_A_comparative_analysis_of_Ira_nian_EFL_learners%27_knowledge_of_idioms_A_case_of_English_Podcasts
- Ekawati, Y. N., Santoso, M. E., & Rofiudin, R. (2024). Exploring podcast-based listening activities in an EFL listening class: Students' difficulties and lecturer challenges. *English Focus*, 7(2), 141–162. <https://doi.org/10.24905/efj.v7i2.226>
- Fachriza, A., Virgiyanti, D. F., Nuraini, E. I., Dipta, D., & Luthfi, M. (2023). The significance of podcasting for EFL learning. *Journal of English Language Teaching and Learning*, 5(1), 60–75. <https://doi.org/10.18860/jetle.v5i1.23582>

- Hulliyany, P. D., Alifhiani, S., Nazini, Fatmiati, & Tarihoran, N. (2024). The use of podcast and its effectiveness in ELT: A systematic review. *ADIBA: Journal of Education*, 4(3), 424–431. <http://repository.uinbanten.ac.id/id/eprint/14809>
- Indahsari, D. (2020). Using podcast for EFL students in language learning. *Journal of English Educators Society*, 5(2), 103–108. <https://doi.org/10.21070/jees.v5i2.767>
- Ma'rufah, A., Samanhudi, U., & Ardiasih, L. S. (2024). Project-based learning using podcast-assisted media in the teaching of English speaking skill. *Lectura: Jurnal Pendidikan*, 15(2), 521–532. <https://doi.org/10.31849/lectura.v15i2.20706>
- Mengist, W., Soromessa, T., & Legese, G. (2020). Method for conducting systematic literature review and meta-analysis for environmental science research. *MethodsX*, 7, Article 100777. <https://doi.org/10.1016/j.mex.2019.100777>
- Motamedynia, M., & Nasrollahi Shahri, N. (2022). Investigating the lexical demands of English-as-an-additional-language and general-audience podcasts and their potential for incidental vocabulary learning. *Canadian Journal of Applied Linguistics*, 25(2), 103–131. <https://doi.org/10.37213/cjal.2022.32746>
- Natasha, H. (2025). An analysis of Indonesian EFL students' ability to interpret English idioms in YouTube short drama. *Indonesian Journal of Integrated English Language Teaching*, 9(2), 1–10. <https://doi.org/10.24014/ijielt.v9i2.28551>
- Nikbakht, A., & Mazdayasna, G. (2023). The effect of video podcasts on learning English proverbs by Iranian EFL learners. *Frontiers in Education*, 8, Article 1193845. <https://doi.org/10.3389/feduc.2023.1193845>

- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *The BMJ*, 372, Article n71. <https://doi.org/10.1136/bmj.n71>
- Peng, L., Akhter, S., & Hashemifardnia, A. (2025). Podcast-integrated speaking instruction: Enhancing informal digital learning of English, academic engagement, and speaking skills. *Acta Psychologica*, 258, Article 105158. <https://doi.org/10.1016/j.actpsy.2025.105158>
- Rachmaniputri, F. I., Purnawarman, P., & Gunawan, M. H. (2021). Students' perceptions towards the use of podcasts in listening class. In *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (Vol. 546, pp. 179–187). Atlantis Press. <https://doi.org/10.2991/assehr.k.210427.028>
- Safitri, I. A., & Najwa, S. (2024). Podcast towards students' listening comprehension: A literature review. *LinguaEducare: Journal of English and Linguistic Studies*, 1(1), 1–8. <https://doi.org/10.63324/lec.1v.1i.1>
- Selviani, T., & Ardiana, A. (2025). Podcast experiences: EFL students' challenges and strategies in listening to English. *Journal of English Teaching Adi Buana*, 10(2). <https://doi.org/10.36456/jet.v10.n02.2025.10479>



- Soto-Sierra, V., & Ferreira, R. A. (2024). The influence of cross-language similarity and transparency on idiom knowledge in non-immersed L2 speakers. *System*, 122, Article 103287. <https://doi.org/10.1016/j.system.2024.103287>
- Suseno, E. (2024). Using podcast material to modify foreign words and expressions to improve EFL learners' speaking abilities. *Linguistics Initiative*, 4(1), 16–29. <https://doi.org/10.53696/27753719.41110>
- Susiawati, I., Bawamenewi, A., & Sain, Z. H. (2024). Gamified podcast-based learning for improving listening comprehension, motivation, and retention in EFL students. *International Journal of Educational Sciences and Languages*, 1(4). <https://doi.org/10.70062/globaleducation.v1i4.290>
- Tabatabaee, G. A., & Rezvani, E. (2019). Effects of using English podcasts on idioms and vocabulary learning of Iranian EFL learners. *Indonesian Journal of Learning and Instruction*, 2(1), 15–26. <https://doi.org/10.25134/ijli.v2i01.1680>
- Tintiuc, C., & Mihail-Veleşcu, L. (2025). Teaching idiomatic expressions to learners of English as a foreign language. *Journal of Social Sciences*, 8(4), 152–162. [https://doi.org/10.52326/jss.utm.2025.8\(4\).09](https://doi.org/10.52326/jss.utm.2025.8(4).09)
- Wang, S., Liu, T., & Lee, C. I. (2023). The efficacy of CALL glossing on EFL learners' idiom learning. *Acta Psychologica*, 241, Article 104060. <https://doi.org/10.1016/j.actpsy.2023.104060>
- Zahrok, U. R. (2024). The effects of using podcasts in the teaching of listening on students' listening comprehension achievement. *Journal of English Teaching and Learning*, 4(1), 20–33. <https://doi.org/10.62734/jetling.v4i1.258>



Zhunusova, Z. K., Umbetbekova, K. M., & Zhikipova, M. N. (2023). The use of innovative technologies in learning idiomatic expressions of the English language. *Национальная ассоциация ученых (НАУ)*, (89), 30–31. <https://cyberleninka.ru/article/n/the-use-of-innovative-technologies-in-learning-idiomatic-expressions-of-the-english-language>



ADDITIONAL NOTES

Please maintain the originality, clarity, relevance, and ethical considerations along the article.

Example: Artificial Intelligence Statement: During the preparation of the article, the author used ChatGPT and Grammarly to improve readability and language. The author is responsible for the content of the publication.

Examples of review literature articles:

- Sapuan, W. N. M., Sulaiman, N. A., & Mohamad, M. (2025). The trends in the integration of AI technologies in English language teaching: Systematic literature review. *Arab World English Journal*, 16(3), 259–269. <https://doi.org/10.24093/awej/vol16no3.15>
- Uygun, E., & Demir, B. (2026). A PRISMA-based systematic review of artificial intelligence in English as a foreign and second language education (2023–2025). *Discover Education*, 5, 478. <https://doi.org/10.1007/s44217-026-01504-y>

