The Importance of Receptive Skills Intervention in Foreign Language Teaching

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Abstract **– Intervention and its tools considered an important measure focus on the complex cognitive and psychological development of learners, as well as on the diversification of the entire educational process. The research aims to verify the effectiveness of interventions for developing receptive skills in the process of English language education using intervention tools the Reading Comprehension Intervention Program and the Listening Comprehension Educational Program. Research methods employed in the study were quantitative, with data collected through two distinct performance tests: one for reading comprehension and one for listening comprehension. These tests were utilized within an experimental research design. Results indicate statistically significant improvements in receptive skills under the influence of intervention tools, leading to an increase in both reading and listening comprehension skills. These findings suggest that the implemented intervention and educational program effectively support the development of receptive language skills in grammar school students. Further validation is recommended to examine the efficacy of these intervention tools across diverse educational contexts considering the learners variety to confirm its significance.**

Keywords **– Reading comprehension, listening comprehension, intervention program, education program, podcast.**

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1. Introduction

Currently, not only foreign language education but education in Slovakia is undergoing several changes, or rather, a curricular reform (applied from January 2025), which is intended to bring changes to schools primarily in the style and forms of teaching (alternating various social forms of teaching and learning, such as participatory, cooperative, project-based learning, etc.). The aim is to focus on developing students' skills (reading, listening, writing, speaking), improving literacy (reading, financial, computer…), developing creative and critical thinking as well as empathy and relationships between students. A key element will be the development of receptive, productive, and soft skills, practical and emotional intelligence, with intervention and its tools such as intervention programs or educational programs playing a significant role.

The need to create and effectively apply intervention programs in the school environment is growing not only in Slovakia but also worldwide. The main reason is that schools, as well as parents, are putting pressure on ensuring that every student achieves at least a minimum level of key competencies, skills, and literacy, while also having the opportunity to improve their potential to the maximum. Another major reason is the high degree of diversity in schools, both anthropological (diversity of students in terms of gender, age, ethnicity, personality traits, and inclusion) and social (diversity of students resulting from the social conditions in which the student lives, the family's socioeconomic status, the stimulating environment, migration, etc.). On the other hand, a reason is also the high degree of uniformity or unification of students in schools through the tendency of students to conform and submit to fashion trends. It is argued by [1] that creating an intervention requires focusing on the heterogeneity of the environment and the diversification of the entire educational process. Of course, this phenomenon is not new in the field of science and education. Focus on diversification in intervention programs is recognized by several experts, such as [2], [3], [4], [5], [6] and others.

Their programs examine the significance of diversity in selecting methods and strategies, unifying the methodology of work, the school environment, and unifying educational goals. However, there are not many programs that examine the importance of developing basic literacy receptive skills in students in intervention programs (reading and listening comprehension) [6], [7], [8]. Enhancing receptive skills, especially in a foreign language, is extremely important for the overall growth of a student's personality. Society points to unsatisfactory results in understanding both written and spoken text, which causes further deficiencies in both study and work life. Without developing receptive skills (reading and listening comprehension), productive language skills (speaking and writing) cannot be enhanced. Productivity of a student is conditioned by a correct understanding of the text or recording. Receptive skills must be cultivated using various methods and techniques to consolidate and expand language resources, which can be found in an intervention program for reading comprehension [6], [8], and in an educational program for listening comprehension through podcasts [9]. This study focuses on the significance of intervention in enhancing receptive skills through an intervention program and podcast, and we empirically verify these programs (part Methodology). Initially the receptive skills of reading and listening comprehension are characterised.

1.1. Receptive Skills: Reading Comprehension and Listening Comprehension

Receptive skills express the ability or readiness of receptors to perceive a certain object or subject. They consist in the ability to "tune in" to the reception of information, allowing one to know and understand the goal of the perceived. In linguistics, reading comprehension and listening comprehension are considered receptive skills.

The process of reading comprehension involves various reading skills that can be divided into lower-level and higher-level processes. Lower-level processes would include rapid, automatic word recognition, automatic lexical-syntactic discrimination, as well as semantic-level analysis. The opposite is a higher level of processing, which relates more to strategies, such as recognizing information, the ability to create meanings, using inference, applying basic knowledge, and identifying different contexts, so that an individual is able to create their own interpretation [10], [11], [12], [13]. Reading in a foreign language is supported more by a bilingual system (native and foreign language together) than just a system in the foreign language (the native language is never completely turned off). Reading in a foreign language is different from reading in the native language.

There are several factors that need to be considered when discussing reading in the native and foreign languages [14]. In a meta-analysis of various potential factors influencing the development of reading skills in a foreign language, conducted by [15], listening comprehension at the foreign language level emerged as the most significant predictor of success in reading comprehension in a foreign language. Furthermore, [16] demonstrated that listening comprehension can serve as an indicator of reading comprehension skills observed in elementary school students. It seems that the possible influence of the development of listening skills on reading comprehension cannot be overlooked. This means that teachers should expose students to stimuli that can positively influence their listening abilities. There are various, primarily non-linguistic factors that contribute to predicting comprehension of a written text in a foreign language, and which affect everyone differently – either to a greater or lesser extent, depending on the individual's personality attributes and their sensitivity. Therefore, in addition to linguistic factors, it is necessary to concentrate on non-linguistic factors, i.e., predictors, and focus on their interaction and processes. By grasping these processes and setting up facilitation or intervention, it is possible to successfully foster comprehension of a written foreign language text [6].

The listening comprehension in foreign language learning is elaborated by [17] who differentiates between listening for oral production and listening for comprehension, with the latter focusing on understanding the message rather than the language itself. As emphasized by [18] the active nature of human comprehension, stating that listeners actively seek meaning in spoken language. The concept of purposeful listening, inspired by native language perception, suggests that listeners prioritize information based on their specific listening goals. Findings of [18] and [19] support this view, highlighting the importance of task-oriented listening where students focus on specific aspects of the discourse. The text also addresses the issue of traditional listening comprehension tests, which often focus on assessing comprehension rather than developing it. The alternative suggestions according to [20] were for example pair work and pre-listening activities, to create a more supportive and engaging learning environment that fosters the development of listening comprehension skills.

Process of listening and comprehending of listened texts reflects an active process where the listener interacts with the context of the listening. According to [21] listeners need to engage in two sides of the process: The first one involves an active response to the communicative situation and the second one requires continuous interpretation of the message.

Attempting to explain how listening functions [22] present three models of the listening process:

1) The bottom-up model means that it gradually advances from combining individual sounds into words, then recognizing words, making up phrases and sentences,
2) The top-down model draws on the previous experience of processing a text and contextual knowledge, sounds are not identified in isolation,
3) The interactive model brings the two models into synthesis in such way that it recognizes and caters for individual learning styles.

Listening comprehension in a foreign language is a complex mental process involving cognitive, affective, and motivational factors, as well as the listener's personality, while the influence of personality on listening comprehension is not extensively researched, understanding this connection can help educators create an optimal learning environment that supports effective listening. Podcasts offer an effective means of addressing these various aspects and enhancing listening comprehension skills. Their growing popularity, particularly in L2 educational settings, has been supported by numerous studies and research findings, especially in the context of foreign language teaching [8], [9], [21], [23], [24].

1.2. Intervention in Foreign Language Teaching and Its Tools for Developing Receptive Skills

The term "intervention" generally refers to any action that modifies an ongoing process or situation a student is in [25].

According to [8], intervention is often associated with addressing problematic learning behaviour, aiming for improvement or change. In foreign language teaching, intervention can mitigate differences in foreign language proficiency or comprehension among students, or help students progress in a foreign language (skills, language resources, etc.). When properly designed and implemented, intervention can be a valuable tool for teachers and assistants. In foreign language teaching, intervention allows teachers to utilize various teaching methods, learning strategies, and teaching styles (such as active, social, project-based learning, direct and indirect methods) or to replace traditional techniques with more innovative ones.

Interventions often introduce an element of surprise into the teaching process, leading to unexpected learning experiences. Interventions are typically designed by teachers, either independently or in collaboration with psychologists, other educators, or special educators.

Corrective interventions aim to rectify, repair, or modify existing problems, while preventive interventions strengthen and reinforce learning mechanisms and processes.

In foreign language teaching, preventive interventions focus on developing higher-order thinking skills such as inferencing, creativity, and critical thinking. Interventions, as a set of strategies or innovations, often involve comprehensive programs and diverse processes, while also drawing upon established principles [23]. The specific mechanisms and principles underlying an intervention depend on the participants, their needs, and the methods and techniques employed by teachers. Individualization, moving from the general to the specific, is a crucial first step in developing intervention strategies [26]. Many experts agree that the effectiveness of an intervention is demonstrated by the transfer of knowledge. When individuals can successfully apply what they have learned, they can be said to have benefited from the intervention.

Given the heterogeneity of student groups, it is impossible to create a single intervention program that is equally effective for all participants. Therefore, it is crucial to adopt a highly individualized approach when designing intervention programs. The arguments according to [27] are, that when creating an intervention program, it is essential to first formulate hypotheses about success and consider how to effectively stimulate change mechanisms. When designing an intervention program, the focus is primarily on the form (how and where), content (what will be the main topic), process (what will be the procedures, methods, strategies, and techniques of intervention), scope, and focus (how long the program will run, what will be its main goal, and what the program should achieve in the end). Foreign language intervention programs, like other programs in psychology and special education, are grounded in the theoretical foundations of active learning, group learning, and creative drama techniques focused on communication games and role-playing. The elements and techniques of creative drama emphasize the potential for authentic communication in the process of achieving higher levels of linguistic competence. During the intervention program, students have the opportunity to experience their own experiences, engage in individual tasks, and approach problem-solving with a critical perspective. Additionally, students are given space for self-regulation and self-reflection, which are essential elements of learning and self-development. The individual tasks in the intervention program focus on both independent work and group activities, allowing students to progress at their own pace and to enhance their communication skills in a collaborative setting.

Ineffective language learning strategies are the most common obstacle in the intervention process, especially at the beginning of the learning process when learners are also confronted with a multitude of other demands and tasks, particularly identifying with the language and its culture, or at least approximating the culture, mentality, and speech patterns of the language [8]. Intervention in language learning and teaching is a certain challenge and creates different educational situations for students than they were previously accustomed to. Since the intervention program was designed to be implemented in a school setting, i.e., during a normal school day, adequate preparation of students is considered important. The intervention program focuses on developing reading comprehension, and its name is the Intervention Program for Reading Comprehension. Several modules were created several modules, focusing on a specific foreign language: Intervention Program for Reading Comprehension for English, Intervention Program for Reading Comprehension for German, and further for French, Spanish, Slovak, and Hungarian. The purpose of this article is not to present the programs, but to highlight their importance in the education process. The programs can be viewed in more detail in the publications: [8], [28], [29]. The goal of this tool is to enhance understanding of a foreign language text and at the same time support predictors of reading comprehension (cognitive and metacognitive). It thus works by cultivating two aspects: developing work with the text and reading strategies (linear, non-linear, professional, user, literary artistic text, extensive and intensive reading, reading strategies before, during, and after reading) and developing cognitive and metacognitive predictors (from the lowest cognitive processes to the highest metacognitive ones, from attention, perception, memory, cognitive structuring to inferential, divergent, and critical thinking) [8].

1.3. The Podcast as an Intervention Tool for Listening Comprehension

Podcasts are considered part of radio journalism and are often associated with radio or spoken audio blogs. Unlike traditional radio broadcasts, podcasts can be created by anyone and are accessible offline. They offer flexibility and portability, allowing listeners to download and listen to them anytime, anywhere. Podcasts have evolved beyond simple media presentations and are increasingly used in education. They serve as versatile tools for information dissemination and discussion in various fields, including natural and social sciences.

Podcasts can be used both passively and actively by students, who can engage with existing content or create their own.

In foreign language didactics, they provide valuable learning resources and facilitate conversational activities, grammatical explanations, and the development of listening, speaking, and writing skills. The future of podcasts in foreign language teaching is promising, offering numerous benefits for both students and the public. They provide authentic language materials from native speakers, exposing students to natural language expression, intonation, and vocabulary. This helps expand their vocabulary and improve their understanding of the target language.

With the increasing availability of technologies, students can access podcasts anytime and anywhere. Language learning platforms and mobile applications are likely to integrate podcast functions, enhancing accessibility and flexibility. Podcasts can be used in various ways, including authentic podcasts, teachers' podcasts, and students' podcasts. Authentic podcasts offer exposure to real-world language use, while teacher podcasts provide targeted instruction and support. Students' podcasts allow students to actively create and practice their language skills.

Multiple research papers have investigated the influence of podcasts on listening comprehension. As an example, [30] worked with Iranian EFL learners in an experimental setting to assess the influence of the use of podcasts on their listening skills. In comparison to those who only used traditional listening practices, students who were instructed through the usage of podcasts improved in understanding comprehension to an extensive degree. The research amplifies that the nature of content in podcasts is captivating and sufficiently contextual to hold the attention and motivation of learners. Likewise [31] researched on the Malaysians undergraduates and how listening podcasts in English was of advantage to them. The result showed that the learners who listened to the podcasts more often were able to comprehend speakers who had different accents and spoke at different rates. The authors noted that the podcasts attempt to link the theoretical and practical aspects of language learning by allowing the learner to hear more difficult language situations than taught in class. The podcasts also possessed motivational aspects, which proved beneficial for the learners while they were being engaged in language learning. As according to an investigation carried out by [32], there was remarkable influence and on the motivation of English Language learners when podcasts were introduced into the curriculum. In that case, respondents were provided with an opportunity of self-selecting the podcasts on topics of their interest. Apparently, this contributed positively to the students' intrinsic motivation and confidence on listening tasks.

Additionally, [24] pointed out that the use of podcasts minimizes anxiety levels on listening to a foreign language. The use of podcasts is asynchronous hence learners can listen to materials whenever they wish to, and they can also pause and replay for better comprehension. This type of independence alleviates the stress of understanding the content in real-time and is thus more relaxed and better for learning purposes.

Podcasts are becoming an increasingly important tool in foreign language teaching, offering dynamic, accessible, and engaging learning opportunities. They promote listening comprehension, vocabulary expansion, and cultural awareness, contributing to the development of effective language learners.

2. Methodology

In the present study, intervention programs targeting reading and listening skills were evaluated in an experimental setting within English as a foreign language classes. In other words, the dynamics of understanding written and spoken English texts among secondary school students at the B1/B2 level, as defined by the Common European Framework of Reference (CEFR) for Languages, are being investigated.

2.1. Research Aim

The primary research objective is to verify the intervention of receptive skills through intervention tools. The variable of receptive skills is operationalized in relation to the independent variables of reading comprehension and listening comprehension. The variable of intervention tool is defined in relation to the dependent variable: The Intervention Program for Reading Comprehension in English and the Podcast for Listening Comprehension in English. This implies a distinction between the category of foreign language, specifically English. Furthermore, the category of language level and secondary school is differentiated.

1. For reading comprehension: The research objective is to verify the effectiveness of the Intervention Program for Reading Comprehension in English.
2. For listening comprehension: The research objective is to verify the effectiveness of the Listening Comprehension Podcast in English.

2.2. Research Hypotheses

H1: Completing the English language intervention program will lead to an increase in English reading comprehension.

H2: Completing the English listening comprehension podcast program will enhance English listening comprehension.

2.3. Research Sample

The selection of the research sample was realized through the method of available selection, while the main criterion was the study of English language as a foreign language at the level of B1 for reading and B2 for listening. The research sample consisted of 121 secondary school students, of which 61 students (39 girls, 22 boys) formed 3 experimental groups and 1 control group in investigating the dynamics of reading comprehension through an intervention program. The remaining 60 students (49 girls and 11 boys) participated in the research focused on listening comprehension and formed two experimental and 1 control group. The research was conducted at grammar schools in the Nitra region in the third and fourth grades. The average age of the students was 18.2. Research data were administered anonymously, without recording the names of respondents. Performance in tests and scales had no impact on the respondent's academic results.

2.4. Research Methods

Research methods employed in the study were of a quantitative nature, with data being gathered through 2 various performance tests that aimed at assessing reading and listening comprehension.

Reading comprehension was assessed using the Reading Comprehension Test for English. The test measures comprehension in English at the B1 level according to the Common European Framework of Reference (CEFR) for Languages. The test comprises four texts: two focused on intensive reading and two on extensive reading of literary and professional texts. In total, including test items, the word count does not exceed 1500 words. Respondents answer using an answer sheet on various types of tasks: dichotomous choice (correct-incorrect), single choice, matching, completion, and ordering items.

For listening comprehension, the standardized didactic performance assessment instrument the Cambridge English Qualification B2 First Sample Test was employed. This instrument, freely accessible in both paper and digital formats, serves as a practice test for the B2 First Certificate in English (FCE) examination, administered by the Cambridge English for Speakers of Other Languages (Cambridge ESOL) examination board. Designed to evaluate students' readiness to operate in English-speaking environments, pursue intermediate-level studies, or live independently in English-speaking countries, the test addresses the practical application of listening skills [33]. The listening comprehension test constitutes the third component of the comprehensive instructional materials, encompassing a range of language skills.

Participants were allocated approximately 40 minutes to complete this section, with a maximum achievable score of 30 points (a point was awarded for each correctly answered test item). The listening comprehension test consisted of 4 parts, with a total of 15 different recordings [33], [34].

3. Results

The statistical significance of the differences in reading comprehension between the first and second measurements was examined in the category of reading comprehension, English language, and secondary school (Table 1). The understanding of English texts by secondary school students at the B1 level (according to the CEFR) increased after completing the reading comprehension intervention program in all experimental groups (ES1-ES3; p= .000 and p= .002). In the control group, a statistically significant difference between the first and second measurements in the opposite direction (decrease in comprehension) was found, meaning that comprehension in the second measurement was lower compared to the first measurement (interpretations are presented in the discussion).

Table 1. Significance of differences in reading comprehension in the category of English Language and secondary schools in the 1st and 2nd measurement, paired samples T-test – level B1

		Pair 1	Pair 2	Pair 3	Pair 4
		EG1 pre and post	EG2 pre and post	EG3 pre and post	CG pre and post
Mean		-1.500	-1.667	-2.412	4.077
Standard deviation		1.211	1.718	1.228	2.691
Standard Error Mean		.303	.444	.298	.746
95% Confidence Interval of the Difference	**Lower**	-2.145	-2.618	-3.043	2.451
	Upper	-.855	-.715	-1.781	5.703
t-statistics		-4.954	-3.757	-8.099	5.462
Degrees of freedom		15	14	16	12
Significane (2-tailed)		.000 ***	.002 **	.000 ***	.000 ***

Statistical significance at the level p = .05 (*), p = .01 (**), p = .001 (***). Explanation: EG – experimental group; CG – control group

In the category of English text comprehension in secondary schools (Table 2), a statistically significant correlation between the first and second measurements were found.

Specifically, the lower the initial comprehension, the higher the comprehension at the end of the intervention program. This indicates that the reading comprehension intervention program caused an increase in comprehension. In the control group, no significant correlation was found between the first and second measurements.

Table 2. Paired correlation of the 1st and 2nd measurement (Reading Comprehension, secondary school)

	r	Sig.
Pair 1 EG1 pre and post	.630	.009 **
Pair 2 EG2 pre and post	.673	.006 **
Pair 3 EG3 pre and post	.776	.000 ***
Pair 4 CG pre and post	.175	.568

Statistical significance at the level p = .05 (*), p = .01 (**), p = .001 (***). Explanation: EG – experimental group; CG – control group

Table 3 presents the results of a statistical analysis using a paired samples t-test to compare the listening comprehension scores of secondary school students before (pre-test) and after (post-test) an experiment. As shown in the table, the increase in mean in the experimental groups was 3.35 and 5.35, with highly significant p-values of .000***.

Table 3. Significance of differences in listening comprehension among secondary school students in the 1st and 2nd Measurement, Paired Samples T-Test – Level B2

		Pair 1	Pair 2	Pair 3
		EG1 pre and post	EG2 pre and post	CG pre and post
Mean		-3.35	-5.35	.05
Standard deviation		3.281	4.716	1.849
Standard Error Mean		0.734	1.055	.413
95% Confidence Interval of the Difference	**Lower**	-4.886	-7.557	-.815
	Upper	-1.814	-3.143	.915
t-statistics		-4.566	-5.073	.121
Degrees of freedom		19	19	19
Significance (2-tailed)		.000 ***	.000 ***	.905

Statistical significance at the level p = .05 (*), p = .01 (**), p = .001 (***). Explanation: EG – experimental group; CG – control group

This indicates a statistically significant improvement in listening comprehension for both, the first and the second experimental group after the experiment.

In case of control group, the mean difference is .05, and the p-value is .905. This indicates that there was no statistically significant difference in listening comprehension for the control group between the pre-test and post-test. Regarding presented outcomes, the results suggest that the intervention had a positive and statistically significant impact on the listening comprehension of both experimental groups, while no significant change was observed in the control group.

Table 4. Paired correlation of the 1st and 2nd measurement (listening ccomprehension, secondary school)

	r	Sig.
Pair 1 EG1 pre and post	.829	.000 ***
Pair 2 EG2 pre and post	.681	.001 ***
Pair 3 CG pre and post	.923	.000 ***

Statistical significance at the level p = .05 (*), p = .01 (**), p = .001 (***). Explanation: EG – experimental group; CG – control group

Table 4 displays the correlation coefficients (r) and their significance levels (Sig.) between the pre-test and post-test scores for experimental groups (EG1 and EG2) and control group (CG). The correlation coefficient presented in case of first experimental group and control group is .829, and .923 (p = .000***). This indicates a strong positive correlation between the pre-test and post-test scores in these groups. The correlation coefficient measure in the second experimental group is 0.681 (p = .001***) which suggests a moderate positive correlation between the pre-test and post-test scores. Both experimental groups demonstrated a trend towards improved listening comprehension after completing the educational program. The trend of developing listening comprehension was also confirmed in the control group, however, the increase was slower and the difference in performance did not reach statistical significance (paired t-test).

4. Discussion

The research focused on evaluating the effectiveness of intervention tools in developing receptive skills such as reading comprehension and listening comprehension in the English language. In the category of reading comprehension for English, the Reading Comprehension Intervention Program for English, and in the category of listening comprehension for English, the Listening Comprehension Podcast for English was verified. An increase in understanding of English written texts (hypothesis H1) and an increase in understanding of English recordings or podcasts (hypothesis H2) were hypothesized after program completion.

Following the intervention program, comprehension of English texts improved significantly. Students in all experimental groups demonstrated a higher level of understanding of written English texts, as well as proficiency in working with various types of reading comprehension (intensive and extensive reading), different forms of text work (from specialized texts to literary fiction), and developed a multi-level understanding of texts, demonstrating the ability to apply various reading strategies when processing written text. It appears that the intervention focused on enhancing comprehension of written English text has supported reading comprehension in grammar school students, and the effectiveness of the reading comprehension intervention program has been demonstrated. The effect was also controlled in a control group that used a traditional teaching method. Paradoxically, in the control group, the understanding of English text was statistically significantly higher in the first reading comprehension test compared to the second. This may indicate that traditional English language teaching according to textbooks and teaching standards may have hindered the development of reading skills while fostering other language knowledge and skills. When checking the measurements using a paired correlation, which determines the statistically significant strength of the growth of understanding, or the effect of the intervention program, no trend of growth in understanding was demonstrated in the control group. In the experimental groups, a trend of growth in understanding was demonstrated. It appears that the reading comprehension intervention program for English, level B1, in the implemented experimental groups was effective. The stated hypothesis H1 can be confirmed. Further testing of the intervention in other groups of grammar and secondary school students is recommended, given that the aforementioned diversity of students, schools, and teaching methods (Introduction) may influence the application and effectiveness of the intervention program. According to [45], it is important that the intervention be focused on developing specific skills and abilities of specific students or a specific group of students, so that goals aimed at desirable outcomes have a specific methodology and procedures for working with students designed. There are not many programs meant to enhance receptive skills, but those that are created do not always show success. Reading intervention programs, such as the Leko Lemo Training developed by [35] and the Cori Program [36], were designed with a focus on the support of reading competence, motivation to read, and training in text work strategies (activating prior knowledge, underlining the essential, dealing with difficulties with text, and summarizing the essential), and by verifying these programs, they found that completing the programs only minimally increased the skill of reading comprehension, but motivation to read increased significantly.

They also found that the intervention program requires time to be successful. Focus on reading predictors within the framework of reading comprehension intervention is necessary, and the support of these predictors within the intervention is required for intervention success, as demonstrated by research [8], [9].

The educational program had a profound impact on students' listening comprehension skills and in both experimental groups significant increase was recorded, that affirmed educational program to be an effective tool for improving English listening comprehension. This fact suggests that a specifically targeted educational program has a much greater impact on the development of this skill than regular instruction. Based on the data obtained, it can be concluded that the hypothesis H2 about the effectiveness of the educational program focused on enhancing listening comprehension through podcasts has been confirmed. The effectiveness of podcasts as a tool for enhancing listening comprehension is confirmed by the current study, a finding that is supported by previous research [30]. It appears that due to incorporating podcasts into language learning process, teachers can create dynamic and partly personalized learning experiences that effectively improve students' listening comprehension skills while cultivating a love for learning L2. Podcasts often feature native speakers, exposing learners to various accents and natural speech patterns, enhancing their ability to understand real-world conversations. The authenticity of podcasts stimulates not only comprehension of the auditory input but also other cognitive processes such as divergent thinking, cognitive flexibility, and others [9].

Further validation of the podcast tool in various educational settings is suggested, given the diversity of learners, to confirm its significance and effectiveness.

5. Conclusion

Currently, program evaluation is a very topical issue, as methodological and statistical possibilities are on the rise. One of the most important questions concerning the existence, meaning, and effectiveness of intervention programs is the question of transferring the acquired knowledge and skills to the participant's everyday life.

Using an intervention and educational program for receptive skills (reading and listening comprehension) can help teachers prepare students to understand and work with texts in a way that develops not only their receptive skills but also their productive skills (speaking and writing), as well as strategies and motivation for reading and listening, and their predictors, i.e., cognitive and metacognitive processes. Intervention can be considered one of the important measures in language education.

Within the intervention, the teacher uses various interactive as well as individual procedures and techniques, adapts to the abilities and needs of students, while facilitating them to higher motivation for self-work, higher sociability and higher cognitive efficiency, in this case to higher efficiency of text understanding.

In the present study, the effectiveness of a reading intervention program and an educational program in English listening comprehension were evaluated. Based on the data obtained, both programs had a significant positive effect on the targeted receptive skills of secondary grammar school students. The findings confirm that pedagogical intervention is an effective means of enhancing reading and listening comprehension in a foreign language, helping teachers create strategic and personalized learning experiences within the language learning process.

Further experimental evaluation of the intervention and educational program is recommended in additional cohorts of grammar and secondary school students, as the previously noted heterogeneity of student populations, school contexts, and instructional methods may affect the implementation and effectiveness of the programs.

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