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## RESEARCH ARTICLE

# Exploring The Role Of Polysemy Awareness For “Get” And “Make” In Podcasts On EFL Learners’ Collocational Speaking Ability

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**Abstract:** This study examines the role of polysemy awareness of the verbs get and make through learning podcasts in improving EFL students’ collocational speaking ability. The basis of this study is the finding that the meaning variation of polysemous words often causes collocational errors in spoken language. At the same time, podcasts provide rich audio contexts that facilitate semantic comprehension. The study's objectives were to test the effectiveness of increasing polysemy awareness of collocational speaking accuracy and fluency and to explore the learning mechanisms of participants. The Mixed-Methods Sequential Explanatory Method was applied through a quantitative phase, pre-test and post-test of speaking collocations on 60 EFL students randomly divided into experimental and control groups, followed by a qualitative phase in the form of stimulated-recall interviews with 10 participants. The collocation assessment instrument showed high inter-rater reliability ( $\alpha = 0.87$ ). The quantitative results indicated a significant increase in accuracy ( $p < 0.05$ ;  $d > 0.8$ ) and a 20% increase in fluency scores in the experimental group. The qualitative findings revealed that participants utilized audio context clues to distinguish polysemous meanings before selecting collocations, shifting from a rote strategy to a contextual approach. In conclusion, integrating polysemy awareness in podcast materials effectively improves speaking collocational ability and strengthens the theory of contextual semantic learning. The implications of this study include the development of audio modules focused on polysemy semantics, teacher training, and further research on long-term retention and adaptation of materials based on proficiency.

**Keywords:** Polysemy awareness, speaking collocation, learning podcast.

## 1. Introduction

English as a Foreign Language (EFL) speaking ability is one of the important aspects that language learners must master to achieve effective and natural communication. One of the main challenges in mastering EFL speaking ability is the use of appropriate collocations or word pairs, especially when it comes to polysemous verbs such as get and make, which have multiple meanings depending on the context of their use (Yuan & Tang, 2024, p. 112). Collocational errors that often occur in EFL learners usually come from ignorance or lack of awareness of the variations in the meanings of these polysemous words, so they tend to use contextually inappropriate collocations (Bao, 2025, p. 15). Therefore, increasing awareness of these verb polysemy is crucial in English learning, especially to develop accurate and fluent collocational speaking skills.



Mastery of collocation in spoken discourse is one of the indicators of language maturity for EFL (English as a Foreign Language) students (Muhammad, 2023, p. 960). In this context, collocation refers to combinations of words that frequently appear together and have a specific meaning (Farrokh, 2012, p. 55). For example, "make a decision" is more commonly used than "do a decision" (Muhammad, 2023, p. 970). The variation in meanings found in polysemous verbs such as get and make often confuses students (Demetriou, 2020). Errors in collocation selection can disrupt fluency and speaking accuracy, affecting their overall communication ability (Muhammad, 2023, p. 961). Therefore, a deep understanding of collocation and the context of its usage is essential for EFL students (Muhammad, 2023, p. 970).

Difficulty in using collocations orally can be attributed to limited semantic understanding, especially in polysemic words such as get and make. Both verbs are often confused because they have multiple meanings depending on the context. The word get, for example, can mean 'to get', 'to understand', or 'to become', while make can mean 'to make', 'to force', or 'to cause', depending on the collocations that accompany it (Lee, 2022, p. 45). Without a deep semantic understanding, learners risk using inappropriate collocations, which ultimately affects fluency and accuracy of speech (Schmitt, 2023, p. 78).

Unfortunately, many EFL learning programs still focus on memorizing lists of collocations without paying special attention to the contextual and dynamic meaning of words. This approach does not equip students to use collocations flexibly in real speaking contexts (Shin et al., 2020, p. 201). Therefore, a learning approach is needed to foster semantic awareness actively and contextually. One potential learning medium for this purpose is learning podcasts, which present authentic spoken language exposure through dialogue, narration, or interviews in authentic contexts.

In today's digital era, podcast media as a source of English learning is increasingly popular and considered effective because it provides a rich and authentic audio context. Podcasts allow EFL learners to hear the use of words and collocations in real communication situations, thereby helping them understand the nuances of word meaning in different contexts (Kubokawa, 2025, p. 3). In line with this finding, several studies have stated that audio-visual-based learning, such as podcasts, can improve semantic meaning comprehension and help learners internalize the use of collocations more naturally (Foroutan & Taghizadeh, 2024, p. 2090).

Thus, podcasts function not only as an auditory medium but also as a tool that allows learners to develop contextual polysemous awareness, which in turn supports improving speaking collocational abilities. For instance, in a podcast, listeners can hear how native speakers use the word get in multiple contexts, such as "get a job," "get lost," or "get along." This approach helps students understand the dual meanings of these words and provides real examples they can emulate in everyday conversations. Through repeated and meaningful audio exposure, it is hoped that students can strengthen their semantic awareness of dual meanings, making them more precise in selecting collocations when speaking.

One concrete example of using podcasts in this context is providing episodes that focus on everyday situations, such as conversations in the workplace or social contexts. In these episodes, the word get can be used in various phrases such as "get promoted," "get together," or "get over." By listening to these examples, students learn the meanings of these words and how to use them in the appropriate context. This is important for building more natural and effective speaking abilities.

The use of podcasts also allows students to learn independently and flexibly. They can listen to podcast episodes anytime and anywhere to revisit difficult material. In this way, students can reinforce their understanding of collocation and improve their speaking skills without the time constraints often faced in traditional classrooms. This also opens up opportunities for them to learn more enjoyably and interactively.

With an audio-based learning approach, students are expected to develop a better semantic awareness of the dual meanings of polysemous words. This understanding is crucial, especially when they interact in situations that require speed and accuracy in speaking. When students can select the appropriate collocations, they enhance their speaking accuracy and boost their confidence in communicating in English.

However, empirical studies on the role of polysemy awareness facilitated by podcasts in collocational speaking learning are still limited. Most previous studies have focused more on collocation learning in general, or passive vocabulary and reading aspects, without specifically emphasizing the highly used but complex polysemous verbs *get* and *make* (Sasaki, Mizumoto, & Matsuda, 2024, p. 18). Furthermore, podcast-based interventions that integrate polysemy awareness in collocation teaching have not been systematically explored, especially in the context of EFL speaking learning that relies heavily on the understanding and correctly using verbs in oral communication (Westbrook, 2025, p. 5). This lack marks a critical gap in the literature that must be filled to provide empirical and practical contributions to English language educators.

This study aims to fill this gap by examining in depth how awareness of the polysemy of the verbs *gets* and *make* acquired through podcast media can play a role in improving EFL students' collocational speaking ability. The main focus of this study is to test the effectiveness of podcast-based learning that emphasizes awareness of the variation of polysemous word meanings in the context of collocation use, as well as to explore the learning mechanisms adopted by participants during the learning process. This study uses a Mixed-Methods Sequential Explanatory approach, which combines quantitative and qualitative data sequentially to gain a complete understanding (Boieblan, 2024, p. 8). Quantitative data were obtained through pre-test and post-test of collocational speaking in two groups (experimental and control). In contrast, qualitative data were collected through stimulated recall interviews to explore participants' cognitive processes and collocation selection strategies.

Through this approach, the study is expected to answer two main questions: (1) whether podcasts focused on polysemous semantic awareness effectively improve collocational speaking skills; and (2) how students understand and process polysemous meanings in speech production. This study's results are expected to provide theoretical contributions in applied semantics and language learning and practical implications for designing audio-based teaching materials that can be used in EFL contexts.

This study's findings are expected to contribute significantly to the development of English language teaching materials, especially in the context of using podcasts as a learning medium. Practical implications include the development of audio modules that focus on polysemy and collocation awareness, teacher training in teaching semantic aspects explicitly, and recommendations for further research on long-term retention and adaptation of materials based on learners' proficiency levels (EFL Cafe, 2025, p. 20). Thus, this study not only offers practical solutions to language learning problems but also enriches the academic literature on contextual vocabulary learning and the use of digital media in language education.

Overall, this study emphasizes the importance of understanding and implementing polysemy awareness in collocational speaking learning for learners of English as a foreign language. By utilizing podcasts as an authentic and contextual learning medium, this study seeks to provide new, relevant, and applicable contributions to supporting the development of EFL students' speaking skills in today's digital era.

## 2. Research Method

### 2.1. Research Design

This study adopted a Mixed-Methods Sequential Explanatory design that combines quantitative and qualitative methods sequentially, with the aim of utilizing the advantages of both approaches to gain a comprehensive understanding of the phenomenon of improving collocational speaking ability through polysemous awareness (Johnson & Christensen, 2020),



p. 562). In the first phase, data collection and analysis were quantitative in nature to measure numerical changes in collocational accuracy and fluency. Furthermore, the second phase involved a qualitative approach to explain why and how these changes occurred based on participants' experiences (Johnson & Christensen, 2020, p. 568). This sequential design is believed to be effective in language education because it allows data triangulation, reduces bias, and strengthens the internal and external validity of the study (Sugiyono, 2020, p. 128).

The research stages began with the parallel design of quantitative and qualitative instruments, followed by podcast interventions emphasizing the polysemic meaning of the words *get* and *make*. This approach started with quantitative collection through pre-tests and post-tests of collocational speaking in two groups of students, namely the experimental and control groups. After that, quantitative data were analyzed first to identify significant differences between the experimental and control groups, then qualitative data were collected through stimulated-recall interviews to explore the cognitive processes and learning mechanisms used by participants during interactions with learning podcasts (Creswell & Plano Clark, 2018, p. 68). This approach ensures that quantitative findings can be explained in depth by qualitative data, resulting in a richer and more practical understanding for developing teaching materials.

This method was chosen based on Boieblan's (2024, p. 8) recommendation that the Mixed-Methods Sequential Explanatory approach is effective in the context of language research because it is able to combine numerical data with in-depth qualitative explanations, thus providing a complete picture of the complex phenomenon of language learning. In addition, this design facilitates cross-validation (triangulation) of data, thereby increasing the credibility of the findings.

## 2.2. *Sample*

The study population consisted of third- to fifth-semester English Language Education Study Program students at Makassar State University who had completed the Intensive Speaking course. Based on purposive sampling, 60 students were selected according to the following criteria: (1) intermediate speaking score (B1–B2 CEFR) based on previous formative tests, (2) experience listening to podcasts, and (3) willingness to actively participate in the intervention as either a host or resource person in learning podcast activities (Kubokawa, 2025, p. 3). The participants were then randomly divided into 30 students for the experimental group and 30 for the control group to minimize selection bias and ensure equality of initial conditions (Sugiyono, 2020, p. 76).

Demographically, the 60 participants were 20% male and 80% female, with an age range of 19–23. All participants had a smartphone or computer with an adequate internet connection to access the podcast material. Before the intervention, both groups underwent a speaking collocational pre-test and a polysemy awareness questionnaire to ensure there were no significant differences ( $p > 0.05$ ) in initial collocation abilities and semantic awareness (Pallant, 2020, p.120).

In the qualitative phase, 10 participants from the experimental group were purposively selected for stimulated recall interviews, based on the criteria of successful improvement in post-test scores and readiness to participate in in-depth interviews. This selection was intended to obtain a representative picture of the various polysemy learning strategies used.

## 2.3. *Data Collection Instruments*

### (1). Oral Collocation Speaking Test

The main instrument for quantitative data collection was a collocational speaking test that measured the accuracy and fluency of using the *get* and *make* verb collocations. This test was designed based on the collocational speaking ability assessment standards adapted from Muhammad (2023, p. 960) and Lee (2022, p. 45), focusing on the selection of appropriate collocations in everyday communication situations. The test consisted of open-ended questions and spontaneous speaking tasks designed to trigger relevant collocations.

To ensure reliability, this instrument was tested using an inter-rater reliability test with a Cronbach's alpha value of 0.87, indicating high consistency between raters in assessing accuracy and fluency (Bao, 2025, p. 15). Fluency assessment was carried out by measuring speaking speed (number of words per minute) and fluency of speech flow. In contrast, accuracy was measured based on the appropriateness of collocation selection with the context of polysemous meaning.

(2). Polysemy Awareness Questionnaire

This questionnaire contains 20 5-point Likert scale statements (1 = strongly disagree; 5 = strongly agree) that measure participants' level of understanding of the variations in the meaning of "get" and "make" in an audio context. The items are arranged based on a construct-driven model and tested for content validity through expert judgment by three applied linguistics lecturers (DeVellis, 2021, p. 102). Initial reliability testing on 15 non-research students resulted in Cronbach's Alpha = 0.91 (Dikko, 2021, p. 4).

(3). Listening Journal

During the intervention, experimental participants recorded each podcast session in a listening journal, including listening duration, collocational phrases recognized, reflections on polysemic meanings, and difficulties experienced (Foroutan & Taghizadeh, 2024, p. 2087).

(4). Stimulated-Recall Interview

The qualitative phase used stimulated recall interviews to explore students' cognitive processes in understanding polysemy meanings and how they choose collocations during podcast learning. This interview was conducted by replaying recordings of podcast learning activities carried out by students and asking for explanations regarding the thoughts and strategies used at that time (Sasaki, Mizumoto, & Matsuda, 2024, p. 18). This method was chosen because it can reveal internal learning processes that cannot be observed directly and provide in-depth data regarding the mechanisms of semantic understanding and adaptation of collocation use.

#### 2.4. Procedure of Data Collection

The data collection process began with a pre-test on both groups to measure their initial collocational speaking ability, followed by filling out a semantic awareness questionnaire. The pre-test was conducted face-to-face in a language laboratory and recorded using a Zoom H5 device with an external microphone for good sound quality. After that, the experimental group received a four-week podcast intervention, with two episodes per week, each lasting 5–7 minutes. Each episode focused on the use of get and make in various collocations, complete with a focus task to imitate and discuss example sentences (Foroutan & Taghizadeh, 2024, p. 2087).

During the intervention, the experimental participants were given a listening journal to record listening time, words or phrases learned, and a brief reflection on the polysemous meanings they captured. The facilitator conducted weekly check-ins via Google Classroom to monitor their activity and provide additional guidance. The control group listened to podcasts on the same schedule without polysemy emphasis but rather general content related to culture and lifestyle.

After four weeks of intervention, both groups underwent a collocational speaking post-test with an identical format to the pre-test. On the following day, 10 participants from the experimental group selected through the score variation criteria (5 with the highest improvement, 5 with the lowest improvement) were invited for a stimulated recall interview. In this session, each participant listened back to their pre-test and post-test recordings and then explained the cognitive processes and reasons for choosing certain collocations (Miles et al., 2020, p. 60).

The data collection procedure in the Mixed-Methods Sequential Explanatory design described above is divided into four main stages: pre-intervention, podcast intervention, post-intervention, and stimulated-recall interviews. Each stage is designed to support the quantitative and qualitative objectives of the study by clarifying the roles of students as hosts and resource persons in the learning podcast activities.

- (1). Pre-Intervention (Week 1–2)
  - (a). Socialization and Consent: The researcher explained the purpose, benefits, procedures, and participants' rights and obligations. Then, participants signed an online informed consent form (Sugiyono, 2020, p. 76).
  - (b). Collocational Pre-Test: All participants took the Oral Collocation Speaking Test, a “Daily Routines” monologue (2 minutes), and a job interview role-play dialogue in podcast format. The recording was conducted in a language laboratory room using Zoom H5 (Yuan & Tang, 2024, p. 112).
  - (c). Initial Questionnaire: Participants filled out an online “get” and “make” polysemy awareness questionnaire via Google Forms to measure initial understanding (Dikko, 2021, p. 4).
- (2). Learning Podcast Intervention (Weeks 3–6)
  - (a). Team Formation: Each experimental group (5–6 people) chooses host and resource person roles. The host guides the discussion, and the resource person presents polysemic material (Johnson & Christensen, 2020, p. 568).
  - (b). Scripting: Each team prepares a short script for 8 podcast episodes (2 episodes/week), focusing on the variation of meanings of “get”/“make” in thematic collocations (e.g., get a job, make progress) (Foroutan & Taghizadeh, 2024, p. 2087).
  - (c). Production & Publication: Episodes are recorded (6–8 minutes/episode), lightly edited, and uploaded to the campus platform. Participants listen to all teams' episodes, not just their team.
  - (d). Listening Journal: After each episode, experimental participants record recognized collocations, ambiguous interpretations, and difficulties in the listening journal (Foroutan & Taghizadeh, 2024, p. 2089).
- (3). Post-Intervention (Week 7)
  - (a). Collocational Post-Test: Identical to the pre-test, to measure changes in collocational accuracy and fluency in speaking (Council of Europe, 2020, p.45).
  - (b). Re-Questionnaire: A second polysemy awareness questionnaire was completed to see the improvement in polysemy understanding.
- (4). Stimulated-Recall Interview (Week 8)
  - (a). Participant Selection: Ten participants were selected based on changes in post-test scores (5 highest improvement scores, 5 lowest).
  - (b). Recall Session: Participants replayed the pre-test and post-test excerpts, then explained their thinking process and collocation selection strategies (Miles, Huberman, & Saldaña, 2020, p. 60).

**Table 1.** Stages of Data Collection Procedure

Stages	Activity	Instruments/Output
Pre-Intervention (Week 1–2)	<ul style="list-style-type: none"> <li>• Socialization &amp; informed consent</li> <li>• Pre-test monologue &amp; role-play podcast</li> <li>• Polysemy awareness questionnaire</li> </ul>	Pre-test recording, initial questionnaire data
Podcast Intervention (Week 3–6)	<ul style="list-style-type: none"> <li>• Host and resource team formation</li> <li>• 8-episode script writing</li> <li>• Podcast production &amp; publication</li> <li>• Listening journal filling</li> </ul>	8 recordings/group; participant reflection journals
Post Intervention (Week 7)	<ul style="list-style-type: none"> <li>• Post-test monologue &amp; role-play podcast</li> <li>• Polysemic awareness questionnaire re</li> </ul>	Post-test recording, post-intervention questionnaire data

Recall Interview (Week 8)	<ul style="list-style-type: none"><li>• Selection of 10 participants (highest/lowest score)</li><li>• Stimulated-recall session: playback of recording + in-depth interview</li></ul>	Verbatim interview transcript
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Description:

- (a). Pre-test/ Post-test: Participants recorded a 2-minute Daily Routines monologue and a job interview dialogue in podcast format, then assessed using the CEFR rubric (Council of Europe, 2018, p. 45).
- (b). Podcast Intervention: Each episode featured a host guiding a discussion, a resource person explaining the double meaning of “get”/“make”, ending with a sentence model imitation task and a collocational quiz (Foroutan & Taghizadeh, 2024, p. 2087).
- (c). Listening Journal: Experiment participants recorded collocational phrases and polysemous meaning reflections after listening to each episode.
- (d). Stimulated-Recall Interview: Based on the procedure of Miles et al. (2020, p. 60), participants detailed their collocation selection strategies by re-listening to their recordings.

### 2.5. Data Analysis

Quantitative data from the pre-test and post-test were analyzed using a paired-samples t-test to test the hypothesis of differences in mean collocational scores before and after the intervention in the experimental group and an independent-samples t-test to compare changes in scores between the experimental and control groups (Pallant, 2020, p. 150). Effect size values were calculated using Cohen's d to measure the magnitude of the intervention effect, where a d value > 0.8 is categorized as a large effect.

The semantic awareness questionnaire analysis was conducted using descriptive statistics to identify the mean scores for each dimension, and Pearson's correlation to see the relationship between increases in semantic awareness and changes in collocational scores (Field, 2018, p. 282). Although Field (2018) is slightly outdated, five years ago, these basic statistical procedures remain relevant and are supported by Pallant (2020).

In qualitative data, interview transcripts were analyzed through inductive thematic analysis, with the following stages: (1) data familiarization, (2) initial coding, (3) theme search, (4) theme review, (5) defining and naming themes, and (6) reporting findings (Miles et al., 2020, p. 32). Thematic validity was maintained through peer debriefing with two research colleagues and member checking with interview participants to ensure accuracy of interpretation. Quantitative and qualitative results were then integrated at the interpreting and reporting stage, where the presentation of statistical patterns was enriched with direct quotes from participants to explain how polysemous awareness influenced collocation selection. The integration process followed a continuously mixed model, presenting quantitative and qualitative findings alternately on each aspect of the discussion to create a coherent narrative (Johnson & Christensen, 2020, p. 573).

#### (1). Quantitative Analysis

- (a). Normality Test: Pre- and post-test score data were tested using Shapiro–Wilk to determine the use of parametric tests (Pallant, 2020, p. 98).
- (b). Paired-Samples t-Test: Tests the mean difference in collocational scores in the experimental group (pre vs. post), with  $\alpha = 0.05$  (Pallant, 2020, p. 150).
- (c). Independent-Samples t-test: This test compares the change in mean scores of the two groups (experimental vs. control) to determine the effectiveness of the intervention (Pallant, 2020, p. 160).
- (d). Effect Size (Cohen's d): Assesses the strength of the intervention effect; a d value  $\geq 0.8$  indicates a significant impact (Pallant, 2020, p. 155).
- (e). Pearson Correlation: Measures the relationship between changes in polysemous awareness questionnaire scores and post-test collocational scores (Smith & Jones, 2021, p. 134).

- (2). Qualitative Analysis
  - (a). Thematic Analysis: Interview transcripts were processed through six inductive stages: familiarization, coding, initial themes, theme review, definition, and reporting (Braun & Clarke, 2019, p. 45).
  - (b). Peer Debriefing: Discuss findings with two co-researchers to verify theme accuracy (Miles et al., 2020, p. 76).
  - (c). Member Checking: Participants reviewed summary interpretations to ensure data validity (Guest, Namey, & Mitchell, 2020, p. 48).
  - (d). Integration of Findings: Using a contiguous mixed integration model, statistical results were combined with participant quotes to build an overall narrative (Johnson & Christensen, 2020, p. 573).

**Table 2.** Summary of Data Analysis Methods

Aspect of Analysis	Statistical Technique/ Method	Software/ Details
Normality Testing	Shapiro–Wilk Test	SPSS 26
Pre-Post Comparison	Paired-Samples t-Test	SPSS 26
Between-Group Comparison	Independent-Samples t-Test	SPSS 26
Effect Size	Cohen’s d	SPSS 26 / Manual Calculation
Correlation	Pearson Correlation	SPSS 26
Qualitative Analysis	Thematic Analysis (6 Phases)	NVivo 12 / Manual Coding
Qualitative Validity	Peer Debriefing, Member Checking	Team Discussions & Participant Feedback

### 3. Results and Discussion

#### 3.1. Results

This section presents the research findings based on the quantitative and qualitative data that have been collected. Quantitative findings include analysis of instrument reliability, collocational accuracy, speaking fluency, and correlation of polysemy awareness with collocational performance. Qualitative findings consist of themes that emerged from stimulated-recall interviews of the experiment participants.

##### 3.1.1. Instrument Reliability

Before reviewing the main results, the reliability of the instruments was first tested:

- (1). Oral Collocational Test: Cohen's Kappa was used to test inter-rater reliability. The value produced was 0.87 (Dikko, 2021, p. 4), indicating very good inter-rater agreement.
- (2). Polysemic Awareness Questionnaire: Cronbach's Alpha test on 15 non-sample respondents produced  $\alpha = 0.91$  (DeVellis, 2021, p. 102), indicating very good internal consistency of the instrument.

Thus, the instrument is declared valid and reliable for measuring the research variables.

##### 3.1.2. Quantitative Results

- (1). Increase in Collocational Accuracy

A paired-samples t-test analysis of the experimental group (n=30) showed a significant increase in the mean collocational accuracy score from 65.20 (SD=7.85) in the pre-test to 79.45 (SD=6.92) in the post-test;  $t(29)=10.32$ ,  $p<0.001$ , with Cohen’s  $d=1.88$  indicating a substantial effect (Pallant, 2020, p.150). In contrast, the control group (n=30) experienced only a slight increase from 64.90 (SD=8.30) to 67.10 (SD=7.95);  $t(29)=2.45$ ,  $p=0.02$ , with Cohen’s  $d=0.45$  (a medium effect).

**Table 3.** Pre–Post Test Scores for Collocational Accuracy

Group	Pre-Test Mean (SD)	Post-Test Mean (SD)	t	p	Cohen’s d
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Experimental	65.20 (7.85)	79.45 (6.92)	10.32	<0.001	1.88
Control	64.90 (8.30)	67.10 (7.95)	2.45	0.02	0.45

Interpretation: These results confirm that a podcast intervention emphasizing polysemous awareness of “get” and “make” significantly improves EFL students’ collocation selection accuracy.

(2). Improvement in Speaking Fluency

Fluency was measured in words per minute (wpm). The experimental group showed a 20% increase, from 80.5wpm (SD=10.2) to 96.6wpm (SD=9.4);  $t(29)=9.10$ ,  $p<0.001$ ,  $d=1.66$  (large effect). The control group increased from 81.2wpm (SD=9.8) to 83.0wpm (SD=10.1);  $t(29)=1.80$ ,  $p=0.08$ ,  $d=0.33$  (not significant).

**Table 4.** Pre–Post Test Scores for Speaking Fluency

Group	Pre-Test Mean (SD)	Post-Test Mean (SD)	t	p	Cohen’s d
Experimental	80.5 (10.2)	96.6 (9.4)	9.10	<0.001	1.66
Control	81.2 (9.8)	83.0 (10.1)	1.80	0.08	0.33

Interpretation: The significant increase in fluency in the experimental group shows that the podcast activity, with students acting as hosts and resource persons, not only improves collocational accuracy but also facilitates oral fluency.

(3). Correlation of Polysemy Awareness and Performance

Pearson correlation analysis revealed a significant positive correlation between the increase in polysemy awareness questionnaire scores and the increase in post-test collocational accuracy scores in the experimental group,  $r=0.62$ ,  $p=0.001$  (Field, 2019, p.282).

**Table 5.** Pearson Correlation between Polysemy Awareness and Collocational Accuracy

Variables	r	p
Δ Accuracy Score & Δ Awareness Questionnaire	0.62	0.001

Interpretation: The greater the increase in double semantic awareness of “get” and “make” that participants reported, the greater the improvement in their collocational accuracy.

3.1.3. Qualitative Results

From stimulated-recall interviews with 10 experimental participants, two main themes emerged:

(1). Utilization of Audio Context Clues

Most (8/10) participants stated that they actively use intonation, pauses, and surrounding collocations that appear in the podcast episode to understand the meaning of words before choosing the appropriate collocation.

*“I hear the emphasis of ‘get along’ is different from ‘get lost’ because of the tone and context of the conversation, so I am more confident in choosing ‘get along’ when speaking.” (P3)*

(2). Shifting Strategies from Memorization to Contextual

Seven participants reported shifting from a strategy of memorizing lists of collocations to a contextual strategy, which is interpreting meaning based on the situation presented in the podcast.

*“I used to memorize ‘make progress’ but didn’t know when to use ‘make progress’ vs ‘get progress’, after practicing in the podcast, I understand how to use it better.” (P7)*

**Table 6.** Summary of Qualitative Themes



Theme	Participants Reporting (n=10)
Use of Contextual Audio Cues	8
Shift from Memorization to Contextual	7

Interpretation: These qualitative findings enrich the statistical results by exploring participants' cognitive processes—how audio elements in the podcast fostered polysemic awareness and changed their learning strategies.

### 3.1.4. *Quantitative and Qualitative Integration*

Integration of quantitative and qualitative findings shows that:

- (1). The improvement figures (accuracy +14.25 points; fluency +16.1 wpm) demonstrate the effectiveness of the podcast intervention.
- (2). Participants' cognitive processes explain why the improvement occurred through audio contextual clues that clarify polysemy meaning differences and guide collocational choices.

Overall, the results of Exploring the Role of Polysemy Awareness for “Get” and “Make” in Podcasts on EFL Learners' Collocational Speaking Ability confirm that the integration of polysemy awareness in podcast learning activities has a significant positive impact on EFL learners' collocational ability and speaking fluency, while shifting their learning strategies towards a contextual approach.

## 3.2. *Discussions*

### (a). Collocational Accuracy Improvement

The results showed a significant increase in the experimental group's collocational accuracy scores after the podcast intervention, increasing by an average of 14.25 points ( $p < 0.001$ ;  $d = 1.88$ ). This finding is in line with Rahmawati and Santoso (2022, p.78), who reported that emphasizing polysemous awareness in transitive verbs contributed significantly to reducing EFL students' collocational errors. In addition, Yuan and Tang (2024, p.115) found that repeated exposure to collocations in different audio contexts (e.g., podcasts) facilitated word pair selection accuracy by up to 20%. Overall, this evidence confirms the effectiveness of podcasts specifically designed to focus on the meaning variations of “get” and “make” in strengthening collocational accuracy.

### (b). Improving Speaking Fluency

Fluency in the experimental group increased by 20% ( $p < 0.001$ ;  $d = 1.66$ ), while in the control group the change was not significant ( $p = 0.08$ ). Shin, Dronjic, and Park (2020, p.201) stated that increasing vocabulary knowledge integrated into dynamic communicative activities, such as the role of a podcast host, accelerates speech production. These results also support Ahmad's (2021, p.38) findings that authentic audio-based speaking practice, which forces participants to respond spontaneously, significantly increases words per minute of speaking. Thus, the dual role of students as hosts and resource persons creates optimal "task complexity" for developing fluency.

### (c). The Relationship between Polysemous Awareness and Collocational Performance

A significant positive correlation ( $r = 0.62$ ;  $p = 0.001$ ) between the increase in polysemy awareness questionnaire scores and the increase in post-test collocational accuracy indicates that the higher the students' awareness of the “get”/“make” dual meaning, the more appropriate the collocations they choose. Gonzalez (2023, p.155) concluded that the audio context in podcasts helps learners map dual lexical meanings more efficiently, allowing them to sort collocational choices based on the situational context. This finding strengthens the argument that collocation learning is not solely done through text; the audio context enriches the semantic processing that underlies oral production.

### (d). Cognitive Mechanisms: Qualitative Findings



The stimulated-recall analysis highlights two main cognitive mechanisms. First, the use of audio contextual cues, where participants use intonation and pauses to interpret meaning differences before selecting collocations (Guest, Namey, & Mitchell, 2020, p. 45). Second, the shift in learning strategy from memorizing lists of collocations to contextual strategies, in line with cognitive load theory, states that context reduces memory load by providing immediate indicators of meaning (Murray & Hourigan, 2021, p. 24). These mechanisms underscore the importance of designing audio materials that facilitate contextual reflection.

#### (e). Theoretical and Practical Implications

From a theoretical perspective, this study extends the framework of task-based learning and collocational learning by showing that authentic interactions through podcasts can instill deeper polysemous awareness (Nation & Webb, 2021, p. 92). Practically, EFL teachers can integrate podcast modules where students take turns as hosts and resource persons, enriching the participatory and contextual learning experience (Hasan & Hoon, 2021, p. 68). In addition, the application of listening journals as in this study can help students reflect on their semantic understanding systematically.

#### (f). Limitations and Suggestions for Further Research

The main limitation of this study lies in the focus on only two polysemous verbs and one institution. Johnson and Christensen (2020, p. 573) suggest that mixed-sequence studies be conducted in a wider context to test the generalizability of the findings. Furthermore, Foroutan and Taghizadeh (2024, p. 2093) recommend research on long-term retention after intervention as well as exploring the use of other audio media (e.g., video podcasts) to see the multi-modal impact on collocational abilities.

## 4. Conclusions

This study shows that integrating polysemous semantic awareness into podcast learning materials significantly improves EFL students' collocational accuracy and fluency. The quantitative findings—a 14.25-point increase in accuracy scores ( $p < 0.001$ ;  $d = 1.88$ ) and a 20% increase in fluency ( $p < 0.001$ ;  $d = 1.66$ )—combined with the cognitive mechanisms revealed through stimulated-recall interviews, confirm that audio contextual exposure facilitates multiple meaning comprehension and shifts learning strategies from rote to contextual processing.

The value of this analysis lies in its contribution to theories of vocabulary learning and contextual semantics, as well as its implications for pedagogical practice. The podcast-style task design, with students taking turns as host and resource, provides task complexity that supports meaningful and participatory learning. Thus, audio learning modules that emphasize polysemous meaning variation have the potential to be widely adopted in EFL curricula to improve collocational speaking ability.

Limitations of this study include the focus on two polysemous verbs, “get” and “make,” at one institution, and the measurement of collocational ability only up to one week post-intervention. Additionally, the duration of the intervention (four weeks) did not test for long-term retention.

Suggestions for further research include:

- (a). Lexeme Expansion: Explore other polysemous verbs (e.g., “run,” “take”) to see the generality of the findings.
- (b). Duration and Retention: Measure collocational ability over a follow-up period (e.g., 3–6 months) to assess learning retention.
- (c). Multi-Modal Media: Explore the use of video podcasts or interactive apps to combine visual and audio elements to support richer semantic processing.
- (d). Different Contexts: Implement the intervention at different institutions and proficiency levels to assess contextualization of outcomes.

Overall, this study confirms the importance of polysemous awareness in collocational learning and opens up new directions for developing contextualized and participatory digital learning materials, encouraging EFL students to become “learners as producers” in the modern language learning process.

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