

# Integrating Podcasts to Enhance Oral Communication Skills Among Junior High School Learners in SDO Batangas City

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## Abstract

This study, titled “Integrating Podcasts to Enhance Oral Communication Skills among Junior High School Learners in SDO Batangas City,” aimed to determine the extent of teachers’ integration of podcasts in teaching oral communication and its relationship to learners’ listening and speaking skills. It also sought to identify the challenges encountered by teachers and to propose enhancement activities that could strengthen podcast-based instruction.

A mixed-method research design was employed to ensure a comprehensive analysis of the phenomenon. Quantitative data were gathered using a researcher-made questionnaire administered to 101 junior high school English teachers, while qualitative insights were obtained through interviews that captured teachers’ challenges, experiences, and perspectives on podcast integration.

Findings revealed that teachers generally demonstrated a high degree of podcast integration, particularly in engaging and motivating learners to participate in oral communication tasks. Learners’ speaking skills were rated as highly manifested, while their listening skills were moderately manifested. Statistical analysis indicated a significant relationship between podcast integration and speaking skills but no significant relationship with listening skills, suggesting that while podcasts effectively develop verbal fluency and confidence, additional strategies may be needed to enhance listening comprehension.

Teachers also identified several challenges, including limited access to technology, a lack of training, and difficulty in selecting appropriate podcast materials. Despite these, they recognized podcasts as valuable tools for improving pronunciation, vocabulary, and student engagement.

The study concludes that consistent, well-planned, and institutionally supported podcast integration can meaningfully enhance oral communication instruction. It recommends capacity building programs, well-organized podcast resources, and technological support systems to sustain effective podcast-based teaching.

**Keywords:** *podcasts, oral communication, speaking, listening, integration, language teaching*



## Introduction

In today's digital world, the integration of technology in education has become essential in enhancing teaching and learning processes. Educators are increasingly utilizing digital tools to make instruction more engaging and effective. Among these tools, podcasts have emerged as a popular medium that provides a unique and flexible way of learning, particularly in developing oral communication skills such as listening and speaking.

Unlike traditional teaching methods, podcasts offer accessible and authentic audio materials that learners can use anytime and anywhere. This flexibility allows learners to practice language skills at their own pace while being exposed to real-life communication. Teachers play a vital role in integrating podcasts into instruction to ensure that learners develop their oral communication skills and are able to interact effectively in real-world situations.

The use of podcasts in education has gained increasing attention due to its effectiveness and engaging nature. According to Ramirez (2024), podcasts help diversify instructional approaches and prevent learner disengagement associated with traditional methods. Similarly, Budiasningrum and Rosita (2022) emphasized that podcasts serve as effective media platforms for enhancing language learning. These tools also support structured activities such as pre-listening, guided listening, and post-listening tasks, which contribute to the development of both communication and critical thinking skills.

In line with this, the Department of Education (DepEd) promotes the integration of Information and Communications Technology (ICT) in the curriculum through the K-12 program. Policies such as DepEd Order No. 021, s. 2019 highlight the importance of innovative and technology-based instructional strategies to improve learner outcomes. These initiatives encourage teachers to adopt tools like podcasts to enhance classroom instruction.

This study is anchored on Bybee's 5E Instructional Model, which includes engagement, exploration, explanation, elaboration, and evaluation. This framework provides a structured approach in integrating podcasts into teaching to improve learners' understanding and communication skills.

Despite the increasing use of podcasts in education, limited studies have explored how teachers in the local context, particularly in Batangas City, integrate podcasts to enhance learners' oral communication skills. Moreover, many learners still struggle with listening and speaking due to limited engagement in traditional classroom practices.

Thus, this study aimed to examine teachers' integration of podcasts and its relationship to the oral communication skills of junior high school learners. The findings of this study are expected to provide practical insights for teachers in improving instructional strategies and enhancing learners' communication skills through the use of technology.



Specifically, the study seeks to answer the following questions.

1. How may the teacher-respondents assess learners' extent of manifestation of oral communication skills in terms of:
  - 1.1 listening skills; and
  - 1.2 speaking skills?
2. To what degree do teachers integrate podcasts into their teaching to enhance oral communication skills in relation to:
  - 2.1 engagement;
  - 2.2 exploration;
  - 2.3 explanation;
  - 2.4 elaboration; and
  - 2.5 evaluation?
3. Is there a significant relationship between the assessments on the learners' extent of manifestation of oral communication skills to the degree of integration of podcasts in teaching?
4. What are the challenges met by teachers in integrating podcasts in teaching oral communication?
5. Based on the results of the study, what enhancement activities may be proposed?

## Methodology

### Research Design

The study utilized a mixed-method research design, combining both quantitative and qualitative approaches. The descriptive method was used to determine the level of podcast integration and learners' oral communication skills, while the correlational design was applied to identify the relationship between variables.

### Participants

The respondents of the study were 101 junior high school English teachers from the Schools Division of Batangas City. They were selected using appropriate sampling techniques to provide reliable data regarding podcast integration in teaching.

### Research Instrument

The study used a validated researcher-made questionnaire as the primary data-gathering tool. It measured:

- Degree of podcast integration (engagement, exploration, explanation, elaboration, evaluation)
- Learners' oral communication skills (listening and speaking)



In addition, structured and unstructured interviews were conducted. The structured interview focused on identifying challenges, while the unstructured interview gathered insights on teachers' experiences and perceptions.

## Data Collection Procedure

Permission was secured from the Schools Division Office and school heads before data collection. Questionnaires were distributed online via Google Forms to teacher-respondents, and interviews were conducted to gather qualitative data. Ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed.

## Data Analysis

The following statistical tools were used in analyzing the data. Frequency and ranking described participants' responses, while the weighted mean determined the level of podcast integration and learners' oral communication skills. Pearson's  $r$  tested the relationship between variables, and the  $p$ -value determined its significance. These tools enabled the analysis of podcast integration, oral communication skills, and their relationship.

## Results

### 1. Respondents' Assessment on the Learners' Extent of Manifestation of Oral Communication Skills

Oral communication plays a vital role in learners' academic and social development, as it involves both listening and speaking skills necessary for effective interaction. Mastery of these macro-skills supports meaningful communication and language proficiency.

#### 1.1 Respondents' Assessment on the Learners' Extent of Manifestation of Listening Skills

**Table 1**  
**Respondents' Assessment on the Learners' Extent of**  
**Manifestation of Listening Skills**

Listening Skills of Learners	WM	Verbal Interpretation
1. Understand the details	3.87	Highly Manifested
2. Differentiate between fact and opinion in content	3.81	Highly Manifested
3. Take notes effectively while listening	3.78	Highly Manifested
4. Demonstrate active listening skills during discussions	3.76	Highly Manifested
5. Identify the speaker's purpose and tone	3.74	Highly Manifested
6. Follow instructions accurately	3.74	Highly Manifested
7. Recall the information correctly	3.64	Highly Manifested
8. Recognize and interpret key vocabulary words/phrases	3.60	Highly Manifested
9. Summarize the content during class discussions	3.57	Highly Manifested

10. Analyze the usefulness of audio elements	3.52	Highly Manifested
<b>COMPOSITE MEAN</b>	<b>3.71</b>	<b>Highly Manifested</b>

The results show that learners' listening skills are highly manifested ( $M = 3.71$ ). Learners performed best in understanding details, distinguishing fact from opinion, and note-taking, indicating strong comprehension and attentiveness. However, lower scores in summarizing and analyzing audio elements suggest the need for more guided and higher-order listening activities.

These findings support Rabie (2023), who noted that learners perform better in listening sub-skills such as identifying details and gist. Similarly, Aprianto (2024) emphasized that exposure to audio materials enhances analytical listening and vocabulary development.

### *1.2 Respondents' Assessment on the Learners' Extent of Manifestation of Speaking Skills*

**Table 2**  
**Respondents' Assessment on the Learners' Extent of**  
**Manifestation of Speaking Skills**

Speaking Skills of Learners	WM	Verbal Interpretation
1. Participate actively in class discussions	3.80	Highly Manifested
2. Express thoughts and ideas clearly during class discussions	3.79	Highly Manifested
3. Engage in group activities and discussions	3.74	Highly Manifested
4. Engage in meaningful dialogues	3.73	Highly Manifested
5. Demonstrate correct pronunciation and intonation	3.72	Highly Manifested
6. Respond accurately to content-related questions	3.68	Highly Manifested
7. Use new vocabulary in oral presentations	3.62	Highly Manifested
8. Create and perform scripts as class activities	3.57	Highly Manifested
9. Evaluate peers' oral presentations	3.57	Highly Manifested
10. Present summaries of podcasts episodes	3.28	Moderately Manifested
<b>COMPOSITE MEAN</b>	<b>3.65</b>	<b>Highly Manifested</b>

Speaking skills were also highly manifested ( $M = 3.65$ ). Learners showed strong performance in class participation, clear expression of ideas, and group interaction, indicating confidence and fluency. However, lower performance in summarizing podcast episodes and structured speaking tasks suggests a need for more guided practice in synthesis and formal speaking activities.

This finding aligns with Díez and Richters (2020), who emphasized that frequent speaking opportunities enhance oral communication competence. Moreover, Alfa (2020) highlighted that fluency, pronunciation, and vocabulary are essential components of effective speaking.

Overall, learners demonstrate strong oral communication skills in both listening and speaking. While foundational skills such as comprehension and participation are evident, higher-order skills like summarizing, analyzing, and structured expression require further development.

These results suggest the importance of integrating structured and interactive strategies, such as podcast-based activities, to enhance learners' overall communication competence.

## 2. Degree of Teachers' Integration of Podcasts into Teaching

The integration of podcasts in teaching reflects a moderately integrated practice overall, showing that teachers use podcasts as a supportive tool. Podcasts enhance flexible learning, improve listening and communication skills, and provide authentic learning experiences. However, their use is still developing and not yet fully maximized across all instructional functions.

### 2.1 Teachers' Integration of Podcasts into Teaching Relative to Engagement

**Table 3**  
**Teachers' Integration of Podcasts into Teaching**  
**Relative to Engagement**

Engagement	WM	Verbal Interpretation
1. Make learning more engaging	3.51	Highly Integrated
2. Connect classroom learning to real-world issues	3.50	Highly Integrated
3. Encourage student feedback on content	3.50	Highly Integrated
4. Provide opportunities for learners to share their thoughts	3.45	Moderately Integrated
5. Initiate classroom discussions	3.40	Moderately Integrated
6. Facilitate group discussions based on episodes	3.40	Moderately Integrated
7. Incorporate interactive class activities	3.35	Moderately Integrated
8. Integrate into lesson plans regularly	3.33	Moderately Integrated
9. Assign homework for extended learning	3.21	Moderately Integrated
10. Inspire learners to create their own podcasts	3.20	Moderately Integrated
<b>COMPOSITE MEAN</b>	<b>3.38</b>	<b>Moderately Integrated</b>

Table 3 shows that teachers' integration of podcasts in terms of engagement is moderately integrated (Composite Mean = 3.38). The highest indicator is "make learning more engaging" (WM = 3.51), while the lowest is "inspire learners to create their own podcasts" (WM = 3.20).

Generally, podcasts are mainly used to increase learner interest, participation, and classroom interaction. This supports Hullyany et al. (2024), who found that podcasts increase student involvement and motivation in language learning. Similarly, Lee and Lee (2019) emphasized that podcasts improve student engagement and performance.

## 2.2 Teachers' Integration of Podcasts into Teaching Relative to Exploration

**Table 4**  
**Teachers' Integration of Podcasts into Teaching**  
**Relative to Exploration**

Exploration	WM	Verbal Interpretation
1. Promote critical thinking about its content	3.40	Moderately Integrated
2. Provide resources for independent exploration	3.34	Moderately Integrated
3. Introduce new concepts and ideas	3.33	Moderately Integrated
4. Encourage learners to ask questions about content	3.32	Moderately Integrated
5. Facilitate exploratory learning through activities	3.31	Moderately Integrated
6. Guide learners in researching topics	3.25	Moderately Integrated
7. Explore different perspectives on issues	3.23	Moderately Integrated
8. Encourage learners to explore diverse topics	3.22	Moderately Integrated
9. Integrate project-based learning	3.22	Moderately Integrated
10. Connect learners with experts in various fields	3.14	Moderately Integrated
<b>COMPOSITE MEAN</b>	<b>3.27</b>	<b>Moderately Integrated</b>

Table 4 reveals a moderately integrated level of podcast use in exploration (Composite Mean = 3.27). The highest indicator is promoting critical thinking (WM = 3.40), while the lowest is connecting learners with experts (WM = 3.14).

Findings indicate that podcasts are used to support inquiry, independent learning, and exposure to diverse topics. This aligns with Vandenberg (2018), who stated that podcasts enhance critical thinking and expression, and Errabo et al. (2024), who emphasized their role in promoting learner autonomy.

## 2.3 Teachers' Integration of Podcasts into Teaching Relative to Explanation

**Table 5**  
**Teachers' Integration of Podcasts into Teaching**  
**Relative to Explanation**

Explanation	WM	Verbal Interpretation
1. Provide context to enhance understanding	3.44	Moderately Integrated
2. Illustrate real-world applications of concepts	3.44	Moderately Integrated
3. Facilitate understanding through guided listening	3.42	Moderately Integrated
4. Clarify difficult vocabulary	3.37	Moderately Integrated
5. Reinforce lesson objectives	3.28	Moderately Integrated
6. Supplement textbook explanations	3.27	Moderately Integrated
7. Explain complex concepts clearly	3.26	Moderately Integrated
8. Break down content into understandable parts	3.26	Moderately Integrated
9. Encourage learners to explain content to peers	3.26	Moderately Integrated
10. Integrate multimedia explanations	3.19	Moderately Integrated
<b>COMPOSITE MEAN</b>	<b>3.32</b>	<b>Moderately Integrated</b>

Table 5 shows that podcasts are moderately integrated for explanation purposes (Composite Mean = 3.32). The highest indicators are providing context and illustrating real-world applications (WM = 3.44), while the lowest is multimedia integration (WM = 3.19).

This suggests that podcasts help clarify lessons and support comprehension through guided listening and real-life connections. Ramirez (2024) supports this by stating that podcasts enhance understanding through authentic materials and meaningful learning experiences.

#### *2.4 Teachers' Integration of Podcasts into Teaching Relative to Elaboration*

Table 6 indicates a moderate level of integration in elaboration (Composite Mean = 3.33). The highest indicator is encouraging critical thinking and idea expansion (WM = 3.44), while the lowest is promoting interdisciplinary learning (WM = 3.20).

This shows that podcasts are used to deepen understanding and support analytical thinking, though interdisciplinary applications remain limited. Alobeytha et al. (2023) emphasized that podcasts stimulate critical thinking through exposure to diverse perspectives.

**Table 6**  
**Teachers' Integration of Podcasts into Teaching**  
**Relative to Elaboration**

<b>Elaboration</b>	<b>WM</b>	<b>Verbal Interpretation</b>
1. Encourage critical thinking and elaboration of ideas	<b>3.44</b>	<b>Moderately Integrated</b>
2. Allow learners to elaborate on content during presentations	<b>3.41</b>	<b>Moderately Integrated</b>
3. Guide learners in analyzing podcasts content	<b>3.36</b>	<b>Moderately Integrated</b>
4. Deepen understanding of subject matter	<b>3.35</b>	<b>Moderately Integrated</b>
5. Urge learners to expand on topics relative to their assignments	<b>3.34</b>	<b>Moderately Integrated</b>
6. Encourage learners to connect content to other subjects	<b>3.33</b>	<b>Moderately Integrated</b>
7. Facilitate creation of multimedia projects	<b>3.33</b>	<b>Moderately Integrated</b>
8. Facilitate discussions based on podcasts episodes	<b>3.28</b>	<b>Moderately Integrated</b>
9. Assign projects that require elaboration of content	<b>3.27</b>	<b>Moderately Integrated</b>
10. Promote interdisciplinary learning	<b>3.20</b>	<b>Moderately Integrated</b>
<b>COMPOSITE MEAN</b>	<b>3.33</b>	<b>Moderately Integrated</b>

#### *2.5 Teachers' Integration of Podcasts into Teaching Relative to Evaluation*

**Table 7**  
**Teachers' Integration of Podcasts into Teaching**  
**Relative to Evaluation**

<b>Evaluation</b>	<b>WM</b>	<b>Verbal Interpretation</b>
1. Assess learners' ability to analyze content	<b>3.33</b>	<b>Moderately Integrated</b>
2. Evaluate learners' thinking skills	<b>3.31</b>	<b>Moderately Integrated</b>
3. Evaluate understanding through podcasts-related quizzes	<b>3.27</b>	<b>Moderately Integrated</b>

4. Provide feedback on student interpretations of podcasts	3.25	Moderately Integrated
5. Determine podcasts usefulness in enhancing learning	3.24	Moderately Integrated
6. Serve as a basis for assessments	3.23	Moderately Integrated
7. Assess ability to connect podcasts content with lessons	3.22	Moderately Integrated
8. Make student-created podcasts as assessment tools	3.14	Moderately Integrated
9. Design podcasts-based assignments to measure progress	3.14	Moderately Integrated
10. Integrate podcasts discussions into grading criteria	3.07	Moderately Integrated
<b>COMPOSITE MEAN</b>	<b>3.22</b>	<b>Moderately Integrated</b>

Table 7 shows that podcasts are moderately integrated in evaluation (Composite Mean = 3.22). The highest indicator is assessing learners' ability to analyze content (WM = 3.33), while the lowest is integrating podcast discussions into grading (WM = 3.07).

This implies that podcasts are mainly used for formative assessment and comprehension checks rather than formal grading. Mujahidin et al. (2023) and Hamad et al. (2019) support the role of podcasts in improving comprehension and critical thinking skills.

In general, the integration of podcasts across all domains (engagement, exploration, explanation, elaboration, and evaluation) is moderate; indicating that teachers use podcasts as supportive instructional tools but not yet as fully structured or consistent teaching strategies.

### 3. Relationship between the Assessments on the Learners' Extent of Manifestation of Oral Communication Skills to the Degree of Integration of Podcasts in Teaching

The relationship between learners' oral communication skills and teachers' integration of podcasts was analyzed using Pearson's *r*. The results show a mixed pattern, where podcast integration has no significant relationship with listening skills, but shows a significant positive relationship with speaking skills. This suggests that podcasts are more effective in developing expressive oral communication than receptive listening skills when used in classroom instruction.

Meaningful learning occurs when instructional tools are paired with guided cognitive processing, which may explain why passive podcast exposure alone may not significantly improve listening comprehension.

**Table 8**  
**Relationship between the Assessments on the Learners' Extent of Manifestation of Listening Skills to the Degree of Integration of Podcasts in Teaching**

Relation of Listening Skills to the Integration of Podcasts in Teaching	Computed Pearson's <i>r</i> -value	p-value	Decision on $H_0$	Interpretation
Engagement	.045	.653	Failed to Reject	Not Significant
Exploration	.041	.681	Failed to Reject	Not Significant
Explanation	.066	.514	Failed to Reject	Not Significant
Elaboration	.043	.672	Failed to Reject	Not Significant
Evaluation	-.010	.921	Failed to Reject	Not Significant

Table 8 shows that all Pearson's  $r$ -values between listening skills and the 5E components are not significant ( $p > 0.05$ ). Engagement (.045), Exploration (.041), Explanation (.066), Elaboration (.043), and Evaluation (-.010) all indicate very weak relationships.

This means that podcast integration, although moderately implemented, did not significantly improve learners' listening skills. This supports Alzamil (2021), who emphasized that listening is a complex skill that requires structured and guided instruction rather than exposure alone.

**Table 9**  
**Relationship between the Assessments on the Learners' Extent of Manifestation of Speaking Skills to the Degree of Integration of Podcasts in Teaching**

Relation of Speaking Skills to the Integration of Podcasts in Teaching	Computed Pearson's $r$ -value	$p$ -value	Decision on $H_0$	Interpretation
Engagement	.278	.005	Reject	Significant
Exploration	.302	.002	Reject	Significant
Explanation	.306	.002	Reject	Significant
Elaboration	.287	.004	Reject	Significant
Evaluation	.236	.017	Reject	Significant

In contrast, Table 9 shows a significant positive relationship between podcast integration and speaking skills across all 5E components. Engagement (.278), Exploration (.302), Explanation (.306), Elaboration (.287), and Evaluation (.236) all yielded  $p$ -values below 0.05, leading to the rejection of the null hypothesis.

This indicates that higher integration of podcasts is associated with improved speaking performance, particularly in oral expression, discussion, and communication tasks.

Rahmasari et al. (2021) support this finding, stating that podcasts enhance learners' speaking confidence, fluency, and motivation through exposure to authentic spoken language. Similarly, Andini and Burhanuddin (2022) emphasized that podcasts improve articulation, intonation, and speaking fluency.

Generally, the findings reveal that podcast integration has no significant relationship with listening skills, but a significant relationship with speaking skills. This suggests that podcasts are more effective in developing productive oral communication (speaking) than receptive skills (listening) when used without structured instructional support. Thus, while podcasts are valuable instructional tools, their effectiveness depends on how they are integrated, particularly in designing guided listening activities and structured speaking tasks.

#### 4. Challenges Met by Teachers in Integrating Podcasts in Teaching Oral Communication

The study revealed that teachers encountered moderate challenges in integrating podcasts into oral communication instruction. These include limited ICT resources, difficulty in selecting



appropriate materials, technical issues, assessment concerns, and maintaining learner engagement.

Limited access to devices, unstable internet, and shared equipment restricted consistent use of podcasts. Teachers also found it challenging to choose suitable podcast content that matches learners' level and curriculum needs. Technical problems, such as poor audio quality and connectivity issues, further affected lesson delivery.

In addition, teachers experienced difficulty aligning podcast-based activities with assessment and grading systems. Learner engagement was also a concern, as students tended to lose focus during long audio-based lessons, although engagement improved with guided tasks and discussions.

Generally, these findings indicate that while teachers are willing to use podcasts, limitations in resources, training, and instructional design hinder full integration.

## **5. Proposed Enhancement Activities**

Based on the findings, five enhancement programs were developed to strengthen podcast integration in oral communication instruction. These interventions aim to improve teacher competence, learner performance, assessment practices, and community collaboration.

### **1. Podcast-Based Oral Communication Workshops for Teachers**

This program addresses teachers' need for training in podcast creation and instructional integration. It focuses on podcast recording, lesson design using the 5E Model, and rubric development to strengthen pedagogical and technical skills.

### **2. Learners' Podcast Production Project**

This initiative enhances students' speaking, creativity, and collaboration by allowing them to produce their own podcasts. It promotes authentic communication, improves fluency, and strengthens confidence in oral expression.

### **3. Podcast Listening and Reflection Program**

To address weak listening comprehension outcomes, this program introduces guided listening sessions, comprehension tasks, and reflective outputs to develop analytical listening and understanding skills.

### **4. Integration of Podcast-Based Assessments and Rubrics**

This program develops standardized rubrics and assessment tools to ensure fair and consistent evaluation of podcast-related tasks, addressing teachers' difficulty in assessing oral and listening outputs.

## 5. Collaborative Podcast Community Program

This initiative establishes a professional learning community among teachers to promote sharing of best practices, collaboration, and continuous innovation in podcast-based instruction.

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## Discussion

The findings revealed that learners' oral communication skills, particularly listening and speaking, are highly manifested, indicating that students are competent in understanding and expressing ideas. However, certain higher-order skills such as summarizing and analyzing require further development, suggesting the need for more structured and guided activities.

Teachers demonstrated a moderate level of podcast integration across the 5E instructional phases (engagement, exploration, explanation, elaboration, and evaluation). Podcasts were mainly used to support lesson explanation, engagement, and comprehension. However, their use in higher-level applications such as collaborative tasks, project-based learning, and formal assessment was limited. This implies that while teachers recognize the value of podcasts, their integration remains inconsistent and not yet fully maximized.

In terms of relationship, the results showed no significant relationship between podcast integration and listening skills, indicating that exposure to podcasts alone is insufficient to improve listening proficiency. This suggests that listening development requires structured strategies such as guided listening, note-taking, and reflection.

On the other hand, a significant relationship was found between podcast integration and speaking skills, implying that podcasts effectively enhance learners' fluency, pronunciation, and confidence. The use of authentic audio materials and opportunities for oral practice contributed to improved speaking performance.

Although teachers encountered challenges such as diverse learner needs, technical limitations, and content selection, these were generally manageable and did not hinder implementation. Overall, the findings highlight that the effectiveness of podcasts depends on how they are integrated into instruction, particularly through structured and interactive learning activities.

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## Conclusion

Based on the findings, the following conclusions were drawn:

1. Learners' oral communication skills are highly manifested, particularly in listening and speaking, based on teachers' assessments.
2. Teachers moderately integrate podcasts across the 5E phases, though implementation remains inconsistent due to time, resources, and training limitations.



3. There is no significant relationship between podcast integration and listening skills, but a significant relationship exists with speaking skills, indicating improved pronunciation, vocabulary, and confidence.
  4. Teachers encounter minor challenges (e.g., accessibility and materials) but generally maintain a positive perception of podcast use.
  5. The proposed enhancement activities provide a practical framework to improve podcast integration and learner participation.
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