

Digital Literacy Meets Language Pedagogy: Podcast-Driven Innovation for Developing Speaking and Listening Proficiency

Widiastuti Widiastuti & Andi Batary Citta

Sekolah Tinggi Ilmu Manajemen Lasharan Jaya, Makassar, Indonesia

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ABSTRACT

In an era where digital literacy redefines communication, the ability to integrate technology into English language teaching has become a cornerstone of effective pedagogy. Yet, despite increasing exposure to digital tools, many Indonesian vocational students still exhibit low proficiency in speaking and listening, reflecting a persistent gap between classroom practices and communicative competence required in real-world contexts. This study addresses that gap by investigating the effectiveness of *Interactive Podcast Analysis*, a digital literacy-based teaching innovation, in improving both receptive and productive English skills. Employing a Classroom Action Research (CAR) design, the study involved 29 eleventh-grade students at SMK Negeri 1 Maros over two cycles of instructional intervention. Quantitative data from pre-tests and post-tests measured gains in speaking and listening proficiency, while qualitative data from observations, interviews, and field notes captured students' engagement and perceptions. Findings revealed steady improvement in both skills, with mean speaking scores increasing from 62.68 to 80.86 and listening scores from 60.31 to 75.58, alongside heightened confidence, motivation, and classroom participation. Overall, the results confirm that Interactive Podcast Analysis effectively connects digital literacy practices with communicative language learning, supports learner autonomy, and enhances oral proficiency in vocational contexts. The study contributes to digital pedagogy discourse by illustrating how structured podcast based learning fosters authentic language use and supports learners' readiness for technology mediated communication.

1. Introduction

In the ever-evolving landscape of global communication, the ability to listen and speak effectively in English has become a crucial life skill. English continues to serve as the universal language of business, technology, and education, making oral communication proficiency an essential requirement for students preparing to enter the international workforce. English proficiency, particularly speaking and listening, is essential for Indonesian vocational high school (VHS) students in preparing for global employment (Rosida & Sujannah, 2023). However, current VHS English materials still emphasize lower-order thinking skills, underscoring the need to strengthen higher-order thinking and communicative tasks to improve oral competence (Margana & Widyantoro, 2017). Evidence shows that Hybrid Problem-Based Learning (H-PBL) significantly enhances students' speaking skills and motivation, validating learner-centered approaches in vocational settings (Kassem, 2018). Extracurricular programs like the Student Competency Competition (LKS) also foster work readiness and practical communication

(Iskandar et al., 2024), while sustained involvement in vocational learning supports persistence and adaptability in professional English use (Sripan & Sujivorakul, 2020).

Despite increasing attention to communicative English teaching, there remains a significant disparity between instructional goals and actual learner performance. Many Indonesian students still face persistent difficulties in understanding spoken English and expressing themselves fluently. This challenge mirrors a broader national trend as the Education First English Proficiency Index (First, 2023) places Indonesia at rank 79 of 113 countries in the low proficiency category. Similarly, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022) reports that vocational students' communicative competence, particularly in oral fluency and listening comprehension, still falls below workplace standards, so many graduates enter employment with limited practical English skills, highlighting the urgent need for instructional approaches that connect digital learning with communicative engagement.

Traditional English teaching practices that rely heavily on grammar translation and repetitive drills tend to limit opportunities for authentic communication. Research in English language pedagogy consistently highlights that passive learning methods fail to nurture real-world speaking and listening proficiency. In contrast, technological integration has been shown to foster deeper engagement and more effective skill development. [Abdulrahman et al. \(2018\)](#) confirmed that podcast instruction significantly improved listening comprehension among Indonesian high school students, while [Farangi et al. \(2015\)](#) found that podcast-based learning enhanced speaking fluency for upper-intermediate EFL learners. [Chaves-Yuste and de-la Peña \(2023\)](#) emphasized that podcasts in the EFL classroom provide socially relevant learning experiences that strengthen both receptive and productive language skills. Similarly, [Sotlikova and Haerazi \(2023\)](#) show that integrating podcasts can enhance learner attitudes, improve oral proficiency, and provide authentic self-access practice while reducing listening anxiety. However, most research still examines listening and speaking separately, rather than as integrated skills. Future studies should design podcast based multimodal tasks that support the development of both skills within interactive digital literacy curricula and address barriers such as limited infrastructure and low levels of teacher proficiency ([Fradana et al., 2025](#)).

The integration of digital literacy into language education has become an important benchmark for modern learning. [Gilster \(1997\)](#) defines digital literacy as the ability to understand and use information presented in multiple formats through digital media, while [UNESCO \(2018\)](#) expands the framework into five essential competencies: information and data literacy, communication and collaboration, digital content creation, digital safety, and problem-solving. These competencies are central to 21st-century education and directly influence how learners acquire and use language. [Averianova \(2012\)](#) argues that digital literacy promotes language learning by allowing students to access authentic resources and engage in communicative online environments that mirror real interactions. [Dewanti et al. \(2022\)](#) further revealed that English materials in vocational schools already embed aspects of digital literacy such as ICT utilization and collaboration, although these components remain underexploited in practice.

Likewise, [Istanto et al. \(2024\)](#) demonstrated that digital storytelling improved both speaking fluency and digital literacy among vocational health students, proving that technology-based methods can enhance learners' confidence and participation. Despite these advancements, few studies have systematically examined how podcast-based instruction integrated with digital literacy can simultaneously develop listening and speaking proficiency in vocational contexts.

In response to this research gap, the present study introduces Interactive Podcast Analysis as a pedagogical innovation that combines the strengths of digital literacy and communicative teaching. Unlike conventional podcast use that focuses solely on listening exposure, this method engages learners in analyzing podcast content, identifying key ideas, participating in group discussions, and retelling or role-playing stories. Such interactive practices encourage both receptive and productive skill development, resulting in a more comprehensive and engaging learning experience. The novelty of this research lies in its application of podcast-based instruction within a Classroom Action Research (CAR) framework that promotes reflective cycles of planning, implementation, observation, and evaluation. This integration allows the study to present empirical evidence on how technology-mediated language learning can enhance communicative competence among vocational students.

The significance of this study rests on its dual contribution. First, it addresses the disconnection between students' digital familiarity and the limited pedagogical use of technology in English language classrooms. Second, it provides a structured model that supports simultaneous improvement in listening and speaking, two skills often treated separately in conventional curricula. The main objective of the research is to examine how Interactive Podcast Analysis, rooted in digital literacy principles, can enhance oral communication skills among eleventh-grade students of SMK Negeri 1 Maros. Specifically, the study aims to measure improvement in listening comprehension and speaking fluency across two CAR cycles while also identifying factors such as confidence, motivation, and engagement that influence this progress.

In conclusion, this research responds to the current challenges of English communication in vocational schools by offering an innovative framework that integrates digital literacy with podcast-driven learning. It enriches the discourse on technology-enhanced English pedagogy by promoting authentic, learner-centered practices that foster both listening and speaking skills. The implications of this study extend to broader educational settings by encouraging educators to adopt podcast-based digital learning as a sustainable means to prepare students for the linguistic and technological demands of global communication in the twenty-first century.

2. Literature Review

2.1 Speaking and Listening in English Language Learning

Speaking and listening are the two most essential components of communicative competence, serving as the foundation of human interaction and language acquisition. [Brown \(2007\)](#) defines speaking as an interactive process involving the production, reception,

and negotiation of meaning, while Rost (2011) views listening as an interpretive act that involves decoding sounds, understanding meaning, and contextualizing messages. These definitions indicate that both skills are interdependent, as effective communication requires the ability to comprehend spoken input accurately and respond with fluency and coherence. Gilakjani and Ahmadi (2011) emphasize that listening forms the basis of all language learning, while speaking reflects the learner's capacity to transform input into output, thereby demonstrating communicative competence. In English as a Foreign Language (EFL) contexts, where exposure to authentic communication is limited, mastering these skills becomes even more challenging yet indispensable for learners aiming to function in global environments.

Within the framework of vocational education, speaking and listening hold particular significance because students are expected to communicate effectively in professional settings. Richards (2008) points out that oral communication ranks among the most valued competencies in the global job market, and Nunan (2015) highlights that developing learners' capacity to engage in spoken interaction should be the ultimate goal of English instruction. However, empirical observations indicate that many vocational students still experience persistent difficulties in understanding authentic speech and expressing themselves fluently, confidently, and accurately. This reality was also reflected in field observations at SMK Negeri 1 Maros, where students struggled to interpret native accents and vocabulary while hesitating to speak due to fear of making errors. Widiastuti et al. (2025) demonstrated that English literacy training combining case-based learning, digital media, and interactive discussion improved both oral and written communication while fostering higher-order thinking skills. Such findings suggest that integrating multimodal approaches and technology-based methods can meaningfully enhance speaking and listening proficiency. Yet, many classroom practices remain teacher-centered, with minimal student interaction and limited authentic exposure.

2.2 Digital Literacy in Language Learning

Digital literacy has become a fundamental component of modern education, reshaping how learners access, process, and communicate information. Gilster (1997) describes digital literacy as the ability to understand and utilize information from diverse digital formats, emphasizing cognitive flexibility rather than mere technical ability. Building on this, UNESCO (2018) introduces the Digital Literacy Global Framework, which identifies five dimensions of competence: information and data literacy, communication and collaboration, digital content creation, digital safety, and problem-solving. These competencies are increasingly recognized as essential for 21st-century learning and are closely linked to language education. Averianova (2012)

further stresses that digital literacy functions as a key skill supporting language learning, enabling learners to navigate authentic online resources, interact with global communities, and construct meaning collaboratively. In this sense, digital literacy is not simply a technological skill but a socio-cognitive capacity that underpins effective language learning and critical thinking.

In Indonesian contexts, the role of digital literacy in English language education is gaining recognition but remains underutilized in classroom practices. Dewanti et al. (2022) found that English materials in vocational high schools already embed digital literacy components such as ICT integration and collaboration, yet teachers often lack strategies to maximize these resources. Istanto et al. (2024) confirmed that digital storytelling successfully enhanced both speaking fluency and digital literacy, highlighting how technology-driven narratives can engage learners emotionally and cognitively. Widiastuti et al. (2024) also demonstrated that using the HelloTalk application improved students' speaking and listening performance while encouraging cross-cultural communication. These findings reinforce that digital literacy can serve as a bridge between linguistic skills and 21st-century competencies. However, many studies remain focused on single-skill improvement or general technological exposure, without exploring how digital literacy frameworks can be systematically applied to integrate receptive and productive skills through sustained pedagogical design. This limitation opens an important avenue for research linking digital literacy with interactive and communicative language learning.

2.3 Podcast in EFL Education

Podcasts have emerged as powerful tools for language learning, providing authentic and accessible materials that expose learners to natural language use. Rosell-Aguilar (2007) defines podcasts as downloadable or streamable digital audio programs, often distributed in series, that allow learners to engage with real-life communication. Recent work further extends the view that podcasts complement traditional instruction by offering richer and more flexible listening opportunities that reach beyond the classroom and function as easily accessible supplementary digital learning materials in EFL contexts (Hamid et al., 2024). Similarly, Hasan and Hoon (2013) highlight the immersive potential of podcasts to create authentic environments for EFL learners, helping them encounter diverse speech patterns and vocabulary. Podcast analysis, which involves listening, identifying key elements, and reconstructing meaning through speaking activities, enhances both comprehension and production. McBride (2009) demonstrates that podcasts promote both speaking fluency and intercultural competence, while O'Bryan and Hegelheimer (2007) emphasize that playback and speed control features provide learners with autonomy

over their learning pace and input processing. Empirical studies by [Ducate and Lomicka \(2009\)](#) further show that podcast-based learning significantly improves pronunciation, fluency, and speaking confidence, while [Rost \(2011\)](#) stresses that exposure to varied accents enhances listening comprehension.

These studies collectively suggest that podcasts offer flexible and authentic opportunities for integrated language practice. However, the majority of research on podcasts in EFL settings has been conducted in general or higher education contexts, leaving a research gap in vocational education where practical communication skills are equally critical. Moreover, previous studies often examine podcasts as supplementary listening tools rather than as instruments for dual-skill development involving both listening and speaking. This lack of focus on integrated skill instruction limits the potential of podcast pedagogy to achieve comprehensive communicative competence. The present study seeks to address this shortcoming by applying Interactive Podcast Analysis, which positions students not only as passive listeners but as active participants who engage in analysis, discussion, and performance-based tasks.

2.4 Interactive Podcast Analysis as Pedagogical Innovation

Interactive Podcast Analysis represents a pedagogical advancement that unites the principles of digital literacy with podcast-based learning to cultivate both receptive and productive English skills. This approach encourages learners to engage actively with podcast content by listening attentively, analyzing narrative and structural elements, and expressing understanding through retelling, role-play, or group discussions. [Newton and Nation \(2009\)](#) assert that optimal language learning occurs when meaningful input is paired with opportunities for productive output, a balance that Interactive Podcast Analysis achieves naturally. While numerous studies have confirmed the potential of podcasts for improving listening ([Abdulrahman et al., 2018](#); [Rost, 2011](#)) and speaking ([Farangi et al., 2015](#); [Ducate & Lomicka, 2009](#)), few have investigated podcasts as a dual-skill instructional medium in digitally literate classroom contexts. This gap indicates a clear research opportunity to explore the combined impact of podcast analysis and digital literacy on holistic language development.

The reviewed literature reveals three main patterns that shape the novelty of this study. First, digital literacy has been recognized as a key element of modern education, but its application in EFL classrooms remains fragmented and unsystematic. Second, while podcasts have proven effective for skill enhancement, their integration with interactive, collaborative, and reflective learning processes is still limited. Third, vocational school students face unique communicative challenges that require more authentic and technologically supported instructional models.

The current research bridges these dimensions by positioning Interactive Podcast Analysis as a comprehensive pedagogical framework that unites digital literacy, authentic input, and student-centered output.

3. Method

3.1 Research Design

This study employed a Classroom Action Research (CAR) design to improve students' speaking and listening abilities through the integration of Interactive Podcast Analysis grounded in digital literacy. The CAR model was selected because it provides a systematic and reflective approach that supports iterative instructional improvement through cycles of planning, action, observation, and reflection ([Kemmis et al., 2014](#)). Following the spiral model proposed by Kemmis and McTaggart, two complete cycles were implemented, each consisting of three meetings. This design enabled the continuous refinement of teaching strategies based on observed learning responses and performance outcomes.

3.2 Participants

Participants were 29 eleventh grade students from SMK Negeri 1 Maros in South Sulawesi, Indonesia, comprising 18 males and 11 females. The class was chosen purposively due to students' basic English proficiency and challenges in oral fluency and listening comprehension. Collaboration with the English teacher ensured that the instructional intervention aligned with curriculum requirements and school practices while providing innovative digital learning exposure.

3.3 Research Instruments

Multiple instruments were used to gather both quantitative and qualitative data. Quantitative data were collected through one pre test and two post tests that measured listening and speaking performance. Speaking was assessed using a rubric covering fluency, accuracy, pronunciation, and vocabulary. Listening competence was evaluated through multiple choice and short answer items based on podcast content.

Qualitative evidence was obtained from structured classroom observations, semi structured interviews, and field notes. Observation sheets documented student participation and engagement, interviews captured perceptions and learning experiences, and field notes recorded teacher reflections and classroom dynamics.

3.4 Procedures

The research followed the four CAR phases in two cycles.

Cycle I began with planning that included preparing lesson plans, learning materials, scoring rubrics, observation sheets, interview guides, and podcast selections. The Tortoise and the Hare and The Legend

of Lake Toba were selected due to clear language and cultural accessibility. During implementation, students first explored narrative elements, then listened to podcasts twice, created story maps, and engaged in guided retelling. Post test I was conducted in the third meeting. Reflection indicated improved engagement but a need for clearer vocabulary support and structured speaking prompts.

Cycle II was adjusted based on Cycle I reflections. Additional scaffolding was provided through explicit vocabulary instruction, structured oral prompts, and guided role play. Cinderella was used as the narrative input to strengthen comprehension and encourage spontaneous speaking. Students participated in dialogic retelling and group performance tasks, followed by Post test II. This cycle showed increased confidence, fluency, and participation, indicating that no further cycle was necessary.

3.5 Data Collection

The data collection process integrated both quantitative and qualitative techniques to generate measurable evidence as well as rich descriptive insights. Quantitative data were obtained through pre-tests and post-tests, which were administered to track students' progress in speaking and listening skills across the two intervention cycles.

Complementing these results, qualitative data were gathered through classroom observations, student interviews, and detailed field notes in order to capture classroom interactions, levels of engagement, and students' learning attitudes. All data collection procedures strictly adhered to ethical standards, including voluntary participation, confidentiality of responses, and informed consent from all participants.

3.6 Data Analysis

Data analysis was conducted using quantitative and qualitative methods to obtain a comprehensive understanding of the findings. Quantitative data were analyzed to identify patterns, trends, and measurable changes in students' performance, while qualitative data were examined to interpret underlying factors, contextual influences, and participants' perspectives explaining the numerical results. Quantitative data from the three tests were analyzed using descriptive statistics to calculate the mean score and improvement rate of each skill. The calculation followed the formula of Arikunto (2007):

$$\bar{X} = \frac{\sum x}{\sum n}$$

Where:

- \bar{X} : The mean score,
- $\sum x$: The total score, and
- $\sum n$: The number of students.

Pre test, Post test I, and Post test II scores were compared to evaluate progression in speaking and listening.

Qualitative data were examined through thematic analysis. Observation notes, interview responses, and field documentation were reviewed to identify recurring patterns related to engagement, confidence, and learning behavior. Credibility was strengthened through triangulation, peer discussion with teachers, and verification with student feedback (member checking).

3.7 Ethical Practice, Learning Benchmarks, and Research Context

The study followed ethical procedures that included informed consent, confidentiality, and voluntary participation. Success was measured using two benchmarks: first, at least 70 percent of students achieving a minimum score of 75 in both speaking and listening; second, at least 70 percent demonstrating active engagement in podcast based collaborative activities. Conducted with 29 students in one vocational school, the study offers contextual insight yet limits broader generalization. While two CAR cycles enabled instructional refinement and clear learning gains, future studies with larger samples and extended cycles may strengthen long term validity and wider applicability.

4. Results

The primary objective this research was to investigate the effectiveness of implementing a digital literacy-based teaching method specifically through Interactive Podcast Analysis in enhancing the speaking and listening skills of eleventh grade students at SMK Negeri 1 Maros. This research also aimed to identify the extent to which the method addressed students' initial challenges, such as low listening comprehension, limited vocabulary, and lack of confidence in speaking while simultaneously providing measurable improvements across the two cycles of Classroom Action Research (CAR)

This research was conducted at the eleventh grade students of SMK 1 in Maros. The number of sample of respondent was 29 students. It consisted of 18 male and 11 female. The findings of this research have two kinds of data. They are quantitative and qualitative data that are analyzed descriptively. Qualitative data is obtained from the questionnaire or interview whereas the quantitative data is obtained from the three test: Pre test, post test I and Post test II. The results of this research describe the progression of students' speaking and listening skills across the three test stages: Pre-test, Post-test I, and Post-test II. The data show steady improvement in both areas, indicating the positive impact of the Interactive Podcast Analysis.

Table 1. Mean scores of students' speaking and listening tests across stages

Skill	Pre test (n=29)	Post test I (n=29)	Post test (n=29)
Speaking	62,68	72,86	80,86
Listening	60,31	68,65	75,58

Table 1 shows a consistent improvement in both speaking and listening skills across the intervention period. Mean speaking scores increased from 62.68 in the pre test to 72.86 in the first post test and further to 80.86 in the second post test. Listening scores demonstrated a similar upward pattern, rising from 60.31 in the pre test to 68.65 in the first post test and reaching 75.58 in the second post test. These results indicate that students experienced steady progress as they moved through each cycle of the instructional process.

The notable improvement in speaking, with an overall gain of more than eighteen points, and listening, with an increase of over fifteen points, suggests that consistent engagement with interactive podcast tasks strengthened both receptive and productive abilities. Students appeared to become increasingly confident and capable of processing audio input and producing meaningful spoken responses over time. This positive trajectory reflects not only skill development but also the growing familiarity, motivation, and autonomy fostered through the digital learning approach.

Table 2. Number of students achieving minimum mastery criterion (KKM \geq 75)

Skill	Pre test (n=29)	Post test I (n=29)	Post test (n=29)
Speaking	6 (20,7%)	13 (44,8%)	22 (75,9%)
Listening	5 (17,2%)	11 (37,9%)	18 (62,1%)

Table 2 highlights the increase in the number of students reaching the KKM threshold. For speaking, the proportion rose from 20.7% at the Pre test to 75.9% at Post test II, while in listening it increased from 17.2% to 62.1% over the same period. The findings show consistent improvement in both speaking and listening scores across the three testing stages, namely Pre test, Post test I, and Post test II. In speaking, the mean score rose from 62.68 in the Pre test to 72.86 in Post test I, and then to 80.86 in Post test II. In listening, the average increased from 60.31 to 68.65, and finally reached 75.58. At the baseline stage, only 6 students (20.7%) in speaking and 5 students (17.2%) in listening achieved the minimum competency standard (KKM \geq 75), indicating that most students initially struggled with both skills and reinforcing the need for more interactive and technology based approaches. A closer examination shows that speaking skills improved more substantially than listening. By Post test I, the number of students surpassing the KKM in speaking doubled to 13 students (44.8%), while in listening it rose to 11 students (37.9%). In Post test II, the gains became more pronounced, with 22 students (75.9%) meeting the standard in speaking and 18 students (62.1%) doing so in listening. This pattern suggests that the intervention had a stronger and more immediate effect on speaking

performance, as the interactive nature of podcast analysis, which required retelling, discussion, and oral presentation, offered students more opportunities to practice and enhance their fluency and confidence.

Overall, the results confirm that the Interactive Podcast Analysis approach is effective in enhancing the English communication skills of SMK 1 Maros students, particularly in strengthening their speaking and listening abilities and supporting more confident classroom communication. The method not only supported a steady increase in listening comprehension, helping students better recognize vocabulary, intonation, and meaning, but also produced a substantial improvement in speaking ability, resulting in nearly four times more students achieving the KKM compared to the initial stage. These measurable gains suggest that instructional methods grounded in digital literacy can effectively transform passive learning into active and participatory engagement. Such approaches also help bridge the gap between conventional classroom instruction and the communicative demands of twenty first century vocational education, where students are expected to navigate real world digital and professional contexts with confidence.

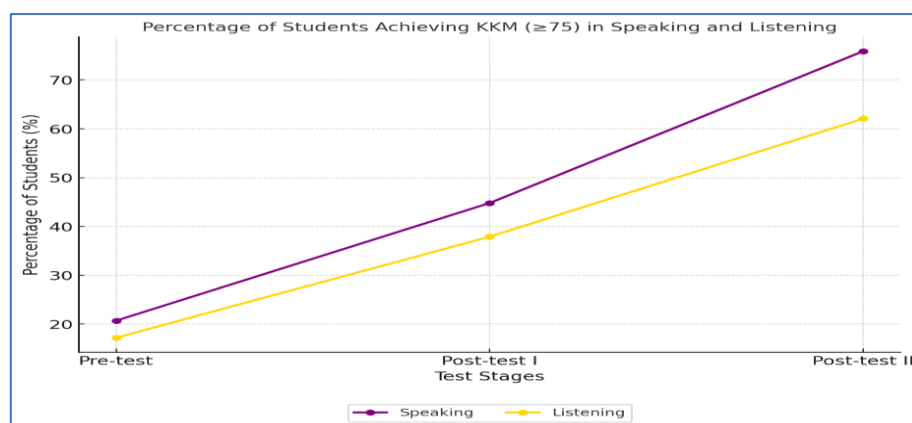


Figure 1. Percentage of students achieving KKM (≥ 75) in speaking and listening

The line chart illustrates the percentage of students in Grade XI of SMK Negeri 1 Maros who achieved the minimum mastery criterion (KKM ≥ 75) across three test stages: Pre-test, Post-test I, and Post-test II. The data revealed a consistent upward trend in both speaking and listening performance. In speaking, the percentage of students achieving KKM increased substantially from 20.7% (6 students) in the Pre-test to 44.8% (13 students) in Post-test I, and finally to 75.9% (22 students) in Post-test II. In listening, the growth was also significant though slightly lower, rising from 17.2% (5 students) in the Pre-test to 37.9% (11 students) in Post-test I, and ultimately to 62.1% (18 students) in Post-test II. These findings demonstrate that Interactive Podcast Analysis facilitated progressive learning outcomes, with a more pronounced impact on students' speaking skills compared to listening.

The interpretation of these quantitative outcomes was further enriched by qualitative data obtained through classroom observations, interviews, and field notes. Observations highlighted increased student engagement, greater willingness to participate in discussions, and reduced hesitation in oral expression. Interviews confirmed that students perceived podcasts as more enjoyable and relevant than traditional materials, citing the authentic input as beneficial for understanding pronunciation and context. Field notes documented improvements in collaborative learning and classroom dynamics, indicating a stronger sense of confidence and motivation among learners. Together, the integration of quantitative and qualitative findings provides a comprehensive understanding of how Interactive Podcast Analysis effectively enhanced both receptive and productive English skills, validating its role as a transformative pedagogical approach in digital literacy-based language learning.

5. Discussion

The findings of this study confirm that Interactive Podcast Analysis, grounded in digital literacy principles, substantially enhanced the speaking and listening performance of vocational students. As

highlights, quantitative results showed that mean speaking scores increased from 62.68 in the pre test to 80.86 in the final post test, while listening scores rose from 60.31 to 75.58. Mastery rates also improved markedly, from 20.7 percent to 75.9 percent in speaking and from 17.2 percent to 62.1 percent in listening. Taken together, these gains indicate that the intervention successfully shifted learners from limited communicative ability toward higher levels of oral proficiency and listening comprehension, reflecting both skill development and greater readiness for authentic English use in vocational contexts.

In terms of key findings and academic discussion, the first research question focused on speaking development. The results demonstrate that Interactive Podcast Analysis fostered meaningful progress in fluency, confidence, pronunciation, and expressive ability. Students repeatedly engaged in retelling episodes, collaborative dialogue, and role play, which required them to reconstruct meanings and produce extended utterances. This pattern is consistent with the understanding that productive tasks embedded within rich input create powerful conditions for spoken language growth, as meaningful output helps consolidate vocabulary, grammar, and discourse features in long term memory. The use of iterative Classroom Action Research cycles enabled the teacher to refine instruction continuously and respond to learner needs in a systematic way, in line with the reflective action research framework proposed by Kemmis, McTaggart, and Nixon (2014). As a result, learners became more willing to initiate speech, take risks, and interact spontaneously in English during classroom activities.

With regard to the second research question on listening comprehension, findings reveal a sustained upward trajectory across the two cycles as learners became increasingly adept at processing authentic speech, including prosody, rhythm, and lexical complexity (Fitria, 2021; Azhari & Hashim, 2025). These outcomes reinforce previous evidence that podcasts provide rich real world input that supports listening development and learner motivation (Azhari

& Hashim, 2025). The incremental and slightly slower gains in listening, compared with speaking, mirror literature suggesting that repeated exposure, scaffolded comprehension tasks, and reflective practice gradually strengthen learners' ability to decode natural English when they engage with authentic audio (Sabrila & Apoko, 2022; kizi, 2025). Furthermore, the present results are in line with research showing that podcast based and other authentic audiovisual materials can enhance listening accuracy, lexical chunk acquisition, and pronunciation, thereby supporting broader communicative competence (Fouz-González, 2018). Overall, the findings corroborate the value of deliberate listening strategies, including genre based approaches, explicit inference training, and note taking, in helping learners interpret real speech and maintain progress over time (kizi, 2025).

The third research question explored student perceptions of the instructional model. Observations and interview data indicate that learners perceived the podcast activities as engaging, relevant, and closely connected to real life language use. They reported increased motivation, greater enjoyment of learning, and reduced speaking anxiety, which suggests a shift from passive reception toward more active and confident participation. These responses support the view that digital media can promote socially meaningful interaction and learner engagement in the EFL classroom (Chaves-Yuste and de-la Peña, 2023; Dewanti et al., 2022). In addition, the findings resonate with studies on digital storytelling and storytelling based podcast tasks, which have been shown to foster both linguistic and digital literacy development (Istanto et al., 2024). In the current study, the combination of narrative input, analytic discussion, and performance based tasks appears to provide dual cognitive and affective benefits, enhancing not only language proficiency but also digital confidence and collaborative skills.

Beyond these core results, the study also supports previous evidence that podcast instruction can enhance speaking and listening when it is explicitly designed to elicit communicative output (Farangi et al., 2015; Ducate and Lomicka, 2009). However, the present research moves beyond earlier work by situating podcast learning within a systematic Classroom Action Research framework that integrates digital literacy competencies, narrative analysis, and communicative practice in a vocational setting. This integrated model concurrently addresses receptive listening and productive speaking within a digital literacy perspective, in contrast to traditional pedagogical approaches that often treat these skills separately. In doing so, it offers a more holistic view of how podcast based instruction can function as both an input source and an output platform, supporting iterative cycles of comprehension, analysis, and oral production.

The discussion also needs to acknowledge the broader curricular and digital literacy context that

shapes these results. Integrated language competencies across listening, speaking, reading, and writing tend to underpin effective learning outcomes when curricula explicitly articulate these competencies and prioritize oral communication practice (Kumalasani & Kusumaningtyas, 2024; Soyuçok & Balantekin, 2022). A multidimensional view of digital literacy further enhances language teaching by enabling holistic skill development and flexible multimodal practices in which learners read, listen, speak, and create content across digital platforms (Nichols & Stornaiuolo, 2019). Literacy oriented teaching aids, including podcast tasks and digital story maps, help create engaging learning environments that naturally support listening and speaking alongside other competencies (Kumalasani & Kusumaningtyas, 2024; Soyuçok & Balantekin, 2022). This approach bridges more traditional methods with contemporary digital literacies and aligns instruction with current educational realities (Nichols & Stornaiuolo, 2019; Alakrash & Razak, 2021). Adopting such an integrated framework also reflects evidence that digital literacies encourage authentic language use, facilitate timely feedback, and reinforce student agency in managing their own learning pathways (Shadiev & Yang, 2020; Alakrash & Razak, 2021; Ahmed & Akylidiz, 2022).

In discussing the gaps of the study, several limitations must be recognized. First, although the observed gains are encouraging, they are drawn from a relatively small cohort in a single vocational school, which constrains the generalizability of the findings and points to the potential influence of context specific factors such as institutional culture, teacher expertise, and learner background (Mudinillah et al., 2024; Viegen & Russell, 2019). Second, the intervention spanned only two Classroom Action Research cycles, offering a limited temporal window on language development. Longer instructional periods are likely required to capture more nuanced trajectories in listening comprehension and to examine how extensive input and multimodal processing contribute to sustained improvements over time (Gönülal, 2022; Gowhary et al., 2015). Third, the pattern of more rapid improvement in speaking compared with listening suggests that gains in oral production can precede slower, more gradual changes in listening ability, highlighting the need for prolonged listening practice and targeted strategy training to strengthen listening self efficacy and performance (Kien & Hong, 2022; Khosroshahi & Merç, 2020). These limitations underline the importance of cautious interpretation while also identifying clear avenues where further research is needed (Mudinillah et al., 2024; Viegen & Russell, 2019; Kien & Hong, 2022).

Despite these constraints, the study offers a clear sense of novelty and important implications for practice. Its distinctive contribution lies in conceptualizing Interactive Podcast Analysis as a comprehensive pedagogical model that unites digital

literacy, narrative podcast content, and communicative language teaching within a Classroom Action Research framework. Rather than using podcasts solely as listening supplements, the study positions them as central to a sequence of analytic and productive tasks that promote both receptive and productive skills. This model is particularly relevant for vocational EFL instruction, where communicative competence and digital competence are closely tied to workplace readiness. Practically, the findings encourage teachers to integrate authentic digital media and structured collaboration into their lessons and invite curriculum developers and policymakers to embed digital literacy frameworks that align with evolving communicative demands in vocational education. By demonstrating that podcast based pedagogy can serve as an effective bridge between classroom learning and real world communication, the study contributes to ongoing efforts to design technology supported, learner centered EFL instruction.

Building on these insights, future research should be directed toward extended and diversified implementations of Interactive Podcast Analysis. Longer interventions with larger and more heterogeneous samples across different vocational programs and school contexts would help clarify the sustainability and scalability of the observed gains (Mudinillah et al., 2024; Viegen & Russell, 2019). Studies could also investigate multimodal podcast formats, such as video enhanced narratives and interactive audio platforms, to further enrich listening and multimodal literacy (Gönülal, 2022; Gowhary et al., 2015). Comparative designs that contrast podcast based instruction with other digital tools and that examine learner variables such as motivation, prior technology experience, and learning styles would deepen understanding of how digital literacy based approaches can support equitable and future oriented English learning (Azhari & Hashim, 2025; Kien & Hong, 2022; Khosroshahi & Merç, 2020). In particular, cross context and multi site investigations in diverse regions and institutional types would be valuable for mapping how Interactive Podcast Analysis can be adapted to varied curricular demands, technological infrastructures, and learner profiles while maintaining its core focus on integrated listening and speaking development.

6. Conclusion

The study offers meaningful implications for EFL practice, particularly in vocational contexts where communicative competence and digital literacy are essential for professional readiness, highlighting the need for educators to integrate authentic digital media and collaborative language tasks into instruction and for curriculum developers and policymakers to embed digital literacy frameworks that align with contemporary communicative demands. Podcast driven pedagogy emerges as a valuable bridge between

classroom learning and real world language use, promoting active engagement and authentic communicative practice. To strengthen the evidence base, future research should involve larger and more diverse participant groups over extended intervention periods, examine multimodal podcast formats such as video narratives and interactive audio platforms to enhance multimodal literacy, and compare podcast use with other digital learning tools while considering learner variables such as motivation, prior technological experience, and learning styles. Such inquiry would deepen understanding of how digital literacy based approaches can foster equitable, engaging, and future oriented EFL learning environments.

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