

Voices for Young Learners: Designing Podcast-Based English Materials through the ADDIE Model

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Draft article history
Submitted: 08-03-2025;
Revised: 10-09-2025;
Accepted: 10-10-2025;

ABSTRACT: This study addresses the limited and underexplored use of podcasts in Teaching English to Young Learners (TEYL) in Indonesia—a gap in the integration of digital audio media into early language learning. It develops and evaluates podcast-based English materials for fifth graders using the ADDIE model within a research and development framework. The process involved five stages: needs analysis, design, development, implementation, and evaluation. Participants included 40 students, English teachers, parents/guardians, and three experts (TEYL, media, and practitioner). Data were collected through questionnaires, interviews, classroom observations, expert validation, and student feedback, analyzed using descriptive quantitative and qualitative methods. Results show that the podcast materials were systematically designed to meet students' necessities, lacks, and wants, and aligned with curriculum standards. Expert evaluations confirmed high quality (86.25% for content and 92.5% for media), while student responses (89.3%) reflected strong engagement, usability, and vocabulary support. This study contributes theoretically by addressing the empirical gap in TEYL podcast research in Indonesia, demonstrating the practical value of podcasts as flexible tools for young learners, and offering pedagogical and policy insights for integrating digital media into primary English instructions.

Keywords: english learning, podcast, research and development, TEYL

ABSTRACT: Penelitian ini bertujuan merespon terbatasnya penggunaan podcast dalam pengajaran bahasa Inggris untuk anak (TEYL) di Indonesia dengan mengembangkan materi pembelajaran berbasis podcast bagi siswa kelas lima. Model ADDIE digunakan sebagai kerangka penelitian yang meliputi analisis kebutuhan, perancangan, pengembangan, implementasi, dan evaluasi. Partisipan terdiri atas 40 siswa, guru bahasa Inggris, orang tua/wali, serta tiga pakar (TEYL, media, praktisi). Data dikumpulkan melalui angket, wawancara, observasi kelas, validasi ahli, dan umpan balik siswa. Analisis deskriptif kuantitatif dan kualitatif digunakan untuk analisis data. Hasil penelitian menunjukkan bahwa materi podcast dirancang secara sistematis untuk memenuhi kebutuhan siswa dan selaras dengan kurikulum. Evaluasi pakar menegaskan kualitas tinggi dengan skor 86,25% (pakar materi dan praktisi) dan 92,5% (pakar media), terutama pada kesesuaian kurikulum, kejelasan, dan desain media. Respon siswa sangat positif (89,3%), menyoroti aspek kesenangan, kemudahan penggunaan, serta dukungan kosakata untuk belajar mandiri. Secara teoritis, studi ini menutup kesenjangan penelitian TEYL berbasis podcast di Indonesia; secara praktis, menegaskan podcast sebagai sumber belajar fleksibel; dan pada tataran kebijakan, merekomendasikan integrasi media digital dalam kurikulum bahasa Inggris sekolah dasar.

Kata kunci: belajar bahasa inggris, penelitian dan pengembangan, podcast, TEYL

INTRODUCTION

The global rise of English as a lingua franca has led many countries, including Indonesia, to introduce English at the primary school level. Teaching English to Young Learners (TEYL) has thus become an important component of early education, aiming to build foundational language skills and foster positive attitudes toward English learning from an early age (Shin, 2006). Previous studies highlight that early English instruction not only enhances learners' linguistic competence but also supports cognitive development, intercultural awareness, and motivation (Soviyah, 2022; Soviyah et al., 2023; Bland, 2015; Cameron, 2019; Nguyen & Habók, 2021; Zein, 2017; García Mayo, 2017; Hartienah & Soviyah, 2024). At the elementary level, learning materials must be developmentally appropriate, engaging, and contextualized to suit children's cognitive and affective needs (Pinter, 2017). Research also highlights the importance of multimodal, interactive, and play-based resources that reflect children's social and cultural contexts (Garton & Copland, 2018; Reilly & Reilly, 2020; Zein, 2022; Kim & Lee, 2021; Supriyanti & Wahyudi, 2023).

In practice, however, many Indonesian EYL classrooms still rely on conventional and textbook-based instruction, which does not always address young learners' diverse learning preferences or take advantage of their early exposure to digital technology (Soviyah & Fatimah, 2022). Such traditional approaches often result in passive learning, limited opportunities for authentic language use, and reduced motivation, particularly when instruction lacks interactive or multimodal elements (Emilia, 2011; Rachmajanti, 2020; Asriyanti, 2022; Nugroho & Mutiaraningrum, 2020).

Meanwhile, the rapid development of educational technology has significantly introduced a range of digital educational resources. Among them, podcasts have gained popularity as a flexible, accessible, and engaging medium for learning (Al-Qasim & Al-Karaki, 2022; Pourhosein Gilakjani, 2020; Yonemura et al., 2023). They support auditory learning and can be accessed anytime and anywhere, making them ideal for supplementing classroom instruction (Hew, 2009; McKinney et al., 2009; Abdullah & Husin, 2021; Ghounane, 2020; Bao & Guan, 2022; McBride, 2009). Podcasts have been shown to facilitate listening skills development, vocabulary acquisition, and pronunciation practice, all of which are essential for young learners (Hasan & Hoon, 2013; Widodo, 2020; Al-Jarf, 2021; Putri & Marlina, 2022; Kusumaningrum & Riyanto, 2023). In addition, podcasts promote learner autonomy and engagement through features that allow learners to choose topics of interest, control playback, and revisit content at their own pace (Rahimi & Katal, 2012; Azmee, 2022). Additionally, podcasts can help create immersive learning environments, especially when used in task-based learning or flipped classrooms, encouraging active participation and enhancing listening comprehension skills (Suherman, 2023; Li, 2024). For young learners, the integration of storytelling, songs, and conversational dialogue through podcasts can create a more playful, relatable, and meaningful language experience.

Recent literature also provides a valuable insights into the role of podcasts in TEYL. For example the longitudinal study of teacher perceptions and practices

conducted by Nguyen & Habók in 2021. Over two academic years, this study tracked how a cohort of primary-level EFL teachers adapted their instructional principles—such as play-based learning, scaffolded input, and multimodal activities—to meet young learners’ needs. It found that sustained professional support and contextually grounded materials were key to maintaining learner engagement and language growth. This study underscores the importance of systematically grounding TEYL materials—podcasts included—in well-established pedagogical principles. Similarly, Yonemura et al. (2023), in a systematic review of 85 empirical studies identified three key affordances of ELT podcasts: (a) flexible, self paced listening practice; (b) authentic exposure to varied accents and registers; and (c) opportunities for learner autonomy through supplementary tasks. They also highlight a lack of research on primary level implementations. Their findings confirm that podcasts can be much more than “recorded lessons”—they function as multimodal environments for listening, reflection, and follow up activities. For TEYL, this means designing podcast episodes with built in interactive elements (e.g., simple comprehension checks or story based tasks) to harness these affordances. Additionally, Li (2024) further showed that using podcasts in flipped English classrooms improved pre-class preparation and participation, highlighting that narrative structure and guided reflection can enhance engagement. These studies confirm that podcasts, when systematically designed, can serve as more than recorded lessons; they offer multimodal, interactive environments with strong pedagogical potential.

Despite these potentials, the readily available podcasts on various online platforms are not always aligned with national curricula or the specific needs of primary level learners (Ghounane, 2020; Li, 2024). Many target general or adult learners and often lack age-appropriate content, linguistic scaffolding, and cultural relevance for young learners, particularly in the context of Teaching English to Young Learners (TEYL). In addition, most studies exploring podcasts in English language teaching focus on secondary or tertiary education, with limited attention to primary school contexts in Indonesia (Rachmawati & Cahyono, 2020; Kusumaningrum & Riyanto, 2023; Widodo, 2020; Yonemura et al., 2023). This gap is critical because young learners require specially designed learning materials that match their developmental stages, learning styles, and sociocultural backgrounds. It is crucial to give more attention to young learners, as their early exposure to engaging and appropriate digital content can shape lifelong learning attitudes and digital literacy (Pinter, 2017; Zein, 2022). Furthermore, early integration of educational technology such as podcasts can help foster 21st-century learning skills, including autonomy, digital literacy, and critical listening—skills that are increasingly emphasized in global education frameworks (OECD, 2018). By embedding podcast use into primary education, teachers can create more dynamic, learner-centered experiences that encourage independent learning habits from a young age.

Therefore, this study aims to address this research gap by systematically developing and evaluating podcast-based learning materials designed specifically

for Indonesian primary school students. Guided by the ADDIE model within an R&D framework, the study seeks to answer the following research questions:

- RQ (1) *How are podcast-based TEYL materials developed using ADDIE model?*
RQ (2) *What is the quality of the developed podcasts according to expert evaluation?*
RQ (3) *How do students respond to the implementation of the podcast-based materials in a TEYL classroom?*

Accordingly, this study intends to develop and evaluate podcast-based learning materials specifically designed for fifth-grade students at a primary school in Yogyakarta, Indonesia. Adopting the ADDIE development model, the study is expected to contribute to the growing body of literature on technology-enhanced TEYL and provide practical implications for educators, curriculum designers, and educational technology developers.

RESEARCH METHOD

Model of development

This study employed a Research and Development (R&D) approach to design podcast-based learning materials for fifth-grade students at a private primary school in Yogyakarta, Indonesia (pseudonym: *Sunrise Primary School*). As displayed in Figure 1, the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—was adopted for its systematic yet flexible structure in instructional design (Chen, 2020; Branch, 2009; Sugiyono, 2015; Creswell & Creswell, 2018). The development process lasted for six months, during which three podcast episodes were produced, covering the topics of Weather, Sports, and Vacation. Each episode had a duration of 7-10 minutes and was accompanied by a student guidebook that included vocabulary lists, summaries and practices activities. The use of the R&D method with ADDIE was appropriate because the objective of this study was not only to design and develop materials but also to evaluate their quality and classroom feasibility systematically.

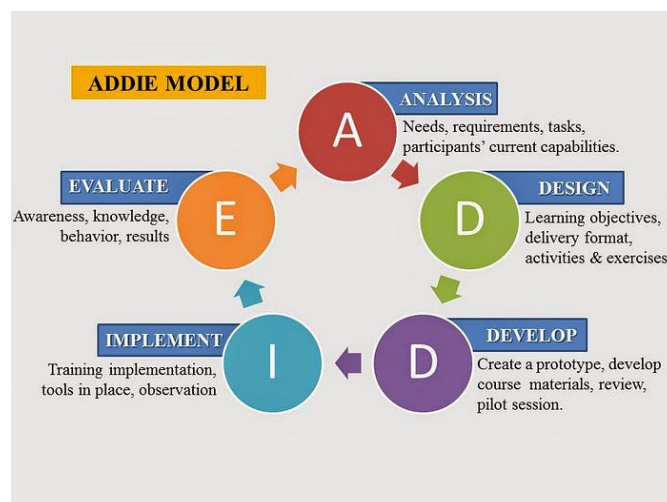


Figure 1. ADDIE Model (Chen, 2020)

Participants

The study involved four main groups: 40 fifth-grade students (aged 10-11 years), two English teachers and three experts (one TEYL expert, one instructional media expert, and one English practitioner) who were purposively selected for their experience in TEYL and media-based instructions. There were also 40 parents/guardians. Each group contributed at specific phases of the ADDIE model. During the Analysis stage, English teachers, parents/guardians, and TEYL experts were surveyed and interviewed to identify learners' needs and evaluate the potential of podcast-based materials. Parents and guardians were included to represent the students' perspectives, as the learners were considered too young to articulate independently; however, limited interviews and classroom observations were also conducted directly with students to complement parental input. This approach is commonly adopted in research involving young learners, where parental reports serve as a practical proxy for children's needs and preferences that might otherwise be difficult to capture (Clark, 2011; Porumbu & Necsoi, 2013). This reliance on parents as proxies is acknowledged as a limitation. In the Design stage, TEYL experts and teachers contributed to plan the podcast content and structure, ensuring curriculum alignment and age-appropriate learning activities. During the Development stage, a TEYL expert, an instructional media expert, and an English practitioner reviewed and validated the scripts, prototypes, and audio quality of the podcasts. Their feedback served as a form of formative evaluation before finalization. In the Implementation stage, 40 fifth-grade students used the podcast materials in actual activities over four consecutive weeks. The English teacher guided the process. Lastly, in the Evaluation stage, both students and experts participated in the final evaluation process as part of summative evaluation. Students provided responses through questionnaires regarding clarity, attractiveness, and usefulness of the podcasts, while the English practitioner and experts contributed additional assessment on the overall quality and feasibility of the product.

Instruments

Data were collected using several instruments aligned with the ADDIE stages. During the analysis stage, questionnaires for parents and interview guides for teachers were used to identify learners' necessities, lacks, and wants. Structured validation forms were distributed to the TEYL expert, instructional media expert, and English practitioner to assess the prototype during the development stage, while a student response questionnaire was used after implementation to gather feedback on the clarity, attractiveness, and usefulness of the podcasts. All instruments were reviewed by experts to ensure content validity, and the questionnaires demonstrated high internal consistency with a Cronbach's Alpha value of 0.87.

Data Collection

Data collection involved both qualitative and quantitative approaches. Qualitative data were obtained through interviews with teachers and experts,

limited interviews and classroom observations with students, as well as open-ended comments from participants. Quantitative data came from structured questionnaires distributed to parents, students, and experts. A four-point Likert scale (ranging from “Strongly Disagree” to “Strongly Agree”) was used to avoid neutral responses and encourage clear feedback. Data were collected sequentially following the ADDIE phases: starting with the needs analysis, continuing with expert validation and material revision, followed by classroom implementation and final evaluation.

Data Analysis

Data analysis employed both descriptive statistics and qualitative interpretation. Quantitative data were analyzed using frequency and percentage calculations based on Arikunto’s (2002) model. The percentage results were interpreted using score intervals (Riduwan, 2009) to classify responses into categories ranging from “Strongly Disagree” to “Strongly Agree.” Qualitative data were analyzed using Miles and Huberman’s model involving data reduction, data display, and conclusion drawing. Triangulation between quantitative results and qualitative insights was applied to strengthen validity. Together, these procedures ensured a comprehensive and credible analysis that aligned with the research objectives and answered the study’s three research questions.

RESULT AND DISCUSSION

RQ 1. How podcast based TEYL materials were developed using ADDIE model?

The development process of the podcast-based TEYL materials followed the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—in a structured sequence. Each phase contributed specific outputs that collectively produced the final learning product.

Analysis stage

The analysis stage was conducted involving 40 parents or guardians, two English teachers, and one TEYL expert, supplemented by limited classroom observations and student interviews. Because the fifth-grade learners were considered too young to articulate their needs and preferences, parents and guardians acted as proxies, while teachers and the expert complemented their perspectives to identify students target needs—which include students’ necessities, lacks, and wants—and broader learning needs.

Regarding necessities, data showed that the majority of parents (average score of 3.63 or 90%) believed that the main purpose of English learning at the primary level is for children to be able to pronounce vocabulary accurately and fluently. The English teachers supported this view, explaining that vocabulary instruction builds a foundation for further speaking ability and sentence construction. Classroom observations and short student interviews provided consistent evidence, as many learners were able to recognize vocabulary items but still struggled with accurate pronunciation in practice.

In terms of lacks, parents and guardians reported that their children struggled with responding to or repeating vocabulary correctly, with an average score of 3.5 (87%). This difficulty was also visible during classroom observations, where students often hesitated or mispronounced familiar words, confirming that pronunciation and vocabulary retention needed more targeted practice.

Regarding wants, both parents and teachers agreed that the vocabulary topics currently taught were largely relevant and aligned with the syllabus (average score of 3.12 or 78%). However, teachers recommended the inclusion of the topic of *Transportation*, which was not yet covered in the syllabus, but deemed essential for expanding learners' functional vocabulary. While some parents also suggested new topics, most were already part of the curriculum for other grade levels. As a result, *Transportation* was officially added to the updated syllabus.

In terms of learning needs, the results showed that students exhibit a combination of learning styles: visual (79%), auditory (74%), and kinesthetic (68%), with visual being the most dominant. Regarding media preferences, parents strongly agreed that children learn best using authentic (realia)-based media (81%), followed by visual (78%) and audio-visual (76%) materials.

As for activities, data revealed that parents preferred learning methods involving singing (76%), playing games (74%), and drawing (71%). For assessment, parents favored a combination of oral and written performance-based assessments. Finally, regarding the learning process, the average score of 3.17 (76%) showed that parents were generally satisfied with the current school-based English learning process, a perception echoed in classroom observations, where students participated actively but would benefit from more interactive, child-centered approaches.

Design stage

Based on the needs analysis, four vocabulary topics were selected and finalized: *Weather*, *Sports*, *Family Tree & Family Members*, and *Transportation*. A topic-based syllabus was designed to cover these areas in increasing complexity integrating all four language skills: listening, speaking, reading, and writing. The podcast format was determined to be a solo podcast, accompanied by a student guidebook, containing summary and practice questions. Scripts were drafted, and plans were made for sound effects, background music, and episode covers. Figure 2 illustrates the design activities.

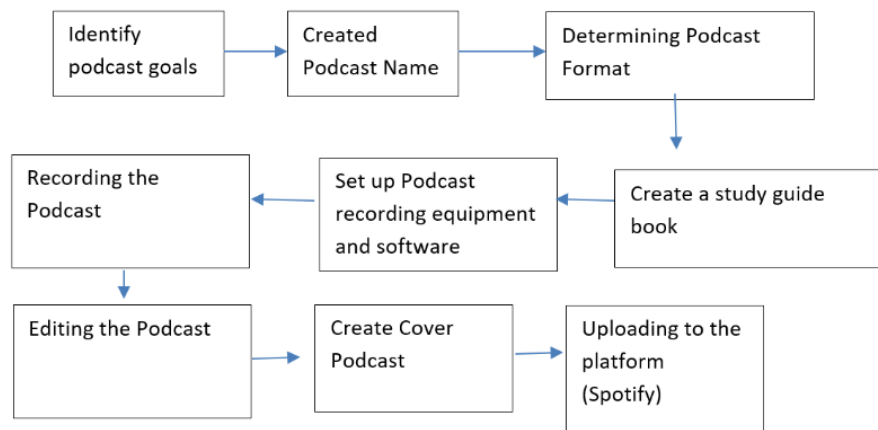


Figure 2. Design stage activities

Development stage

In the Development stage, the podcasts were recorded using a Rode clip-on microphone and the Audacity application. The episodes were edited with Adobe Premiere Pro CC 2019, where sound effects and background music were added to enhance engagement. The podcast was then uploaded to Spotify, chosen for its accessibility. Alongside this, a student guidebook was created and finalized. The initial product was validated by three experts: a TEYL material expert, a learning media expert, and a practitioner. Across three rounds of review, experts recommended improving the podcast cover, adding more sound effects, adjusting voice intonation and rhythm, and emphasizing pronunciation for specific vocabulary items. Figure 3 and 4 show the final podcast interface and student guidebook.

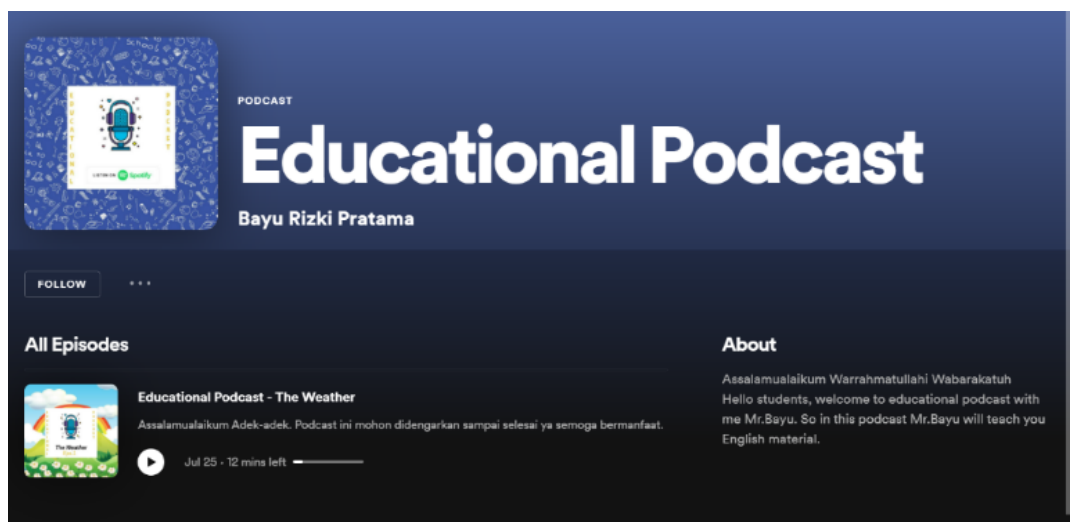


Figure 3. Final look of the podcast

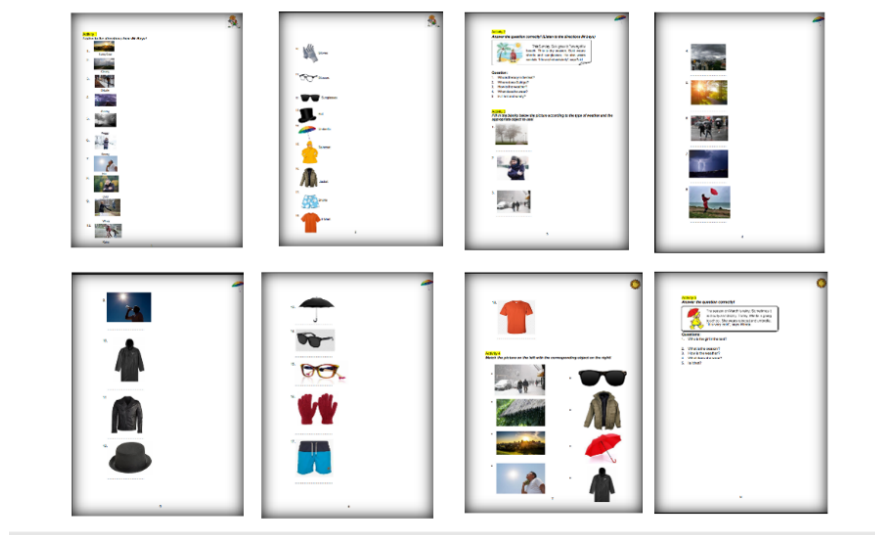


Figure 4. Final look of the student guidebook

Implementation stage

The Implementation stage was conducted by implementing the final products with 40 fifth-grade students over four weeks in classroom settings, facilitated by their English teacher. The podcasts were shared through Google Classroom, and students were guided to access and listen to each episode. The guidebook was used to follow –up tasks and reinforcement.

Evaluation stage

The Evaluation stage involved student questionnaires and expert feedback. Students responded positively to the podcast-based learning materials, with most responses falling in the “Agree” and “Strongly Agree” categories, indicating that the developed products were well-received, engaging, relevant, and supportive of vocabulary learning. experts also affirmed the feasibility and classroom usability of the materials. Overall, the ADDIE process produced podcast-based TEYL materials that were aligned with learner needs, curriculum goals, and media usability, ensuring suitability for fifth grade learners in the Indonesian primary school context.

RQ 2. What is the quality of the developed podcasts based on expert evaluation?

The quality of the developed podcast-based learning materials was evaluated through expert validation involving three professionals: a TEYL material expert, an English practitioner, and a learning media expert. The evaluation used structured questionnaires with a 4-point Likert scale and included both quantitative scoring and qualitative feedback.

Assessment by TEYL Material Expert and Practitioner

Table 1. Results of Assessment by Material Expert and Practitioner

No	Statement	SD	D	A	SA	Mean	Percentage
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1	The material aligns with the Standards Competency in the English course syllabus.				AN; ZT	4	100%
2	The material is in accordance with the Basic Competencies listed in the English course syllabus.				AN; ZT	4	100%
3	The The material is in accordance with the indicators listed in the English course syllabus.			ZT	AN	3.5	87.5%
4	The English material presented in this podcast is easy to learn.			ZT	AN	3.5	87.5%
5	The English used in this podcast is easy to understand.			ZT	AN	3.5	87.5%
6	The material captures students' attention.			AN; ZT		3	75%
7	The question format aligns with students' needs.			AN; ZT		3	75%
8	This podcast provides students with a valuable learning experience.			ZT	AN	3.5	87.5%
9	The exercises enhance students' understanding.			AN; ZT		3	75%
10	These exercises enrich students' learning experience.			ZT	AN	3.5	87.5%
Total							86.25%

The material expert (initials AN) and practitioner (initials ZT) assessed the podcast materials based on three major components: alignment with the syllabus, clarity and appropriateness of content, and the relevance of exercises and learning support materials. There were 10 indicators in total.

As presented in Table 1, 6 out of 10 items were rated “Strongly Agree” by both experts, while the remaining 4 items were rated “Agree”. The strongest aspects included the alignment of the materials with the school’s Standard Competencies, Basic Competencies, and Indicators, which scored a perfect 4.0 (100%). Additional strengths included the clarity and understandability of the language used, and the capacity of the podcast to provide meaningful experiences and support vocabulary development, each scoring an average of 3.5 (87.5%). One expert commented that *“The materials are well-structured and easy for young learners to follow, especially in building vocabulary gradually.”*

By contrast, a few areas were rated slightly lower, with an average score of 3.0 (75%), such as the level of engagement of the podcast content, the alignment of the exercises with student needs, and the ability of the practice tasks to

enhance comprehension. For example, the material expert noted that *"The overall flow is good, but the practice activities need to be more interactive to truly engage children."* Similarly, the practitioner suggested that *"More varied sound effects and clearer voice modulation would keep learners attentive throughout the episode."*

Overall, the evaluation results placed the product in the "Strongly Agree" category of quality (M = 86.25%). The combination of strong curriculum alignment and clarity of language, together with constructive feedback on interactivity and engagement, provided a balanced appraisal of the developed podcast.

Assessment by Media Expert

Table 2. Results of Assessment by Learning Media Expert

No	Statement	SD	D	A	SA	Mean	Percentage
1	The audio is clear enough for the intended audience.			√		3	75%
2	The language style is appropriate for the audience.				√	4	100%
3	The tempo is accurately used in relation to the purpose and content of the material.				√	4	100%
4	The rhythm is also accurate with respect to the purpose and content of the material.				√	4	100%
5	The intonation is accurate with respect to the purpose and content of the material.			√		3	75%
6	The narration is accurate with respect to the purpose and content of the material.				√	4	100%
7	The accuracy of sound effects relates to the purpose and content of the material.				√	4	100%
8	The audio media should be accurate in relation to the content of the material.			√		3	75%
9	The packaging of the audio media should be attractive and align with the purpose and content of the material.				√	4	100%
10	The overall attractiveness of the audio media should align with its purpose and content.				√	4	100%
Total							92.5%

The media expert assessed the podcast materials based on ten indicators focused on audio media performance—including audio clarity, voice style, pacing, rhythm, intonation, narration, sound effects, and overall presentation. As shown in Table 2, the majority of items were rated “Strongly Agree” with an average score of 4.0 (100%) in aspects such as language style, tempo, rhythm, narration quality, use of sound effects, and the attractiveness of the overall media presentation. A few indicators—audio clarity, intonation, and alignment of audio with content—received a slightly lower score of 3.0 (75%), resulting in an overall average score of 92.5%. This placed the product in the “Strongly Agree” category and reflected its high quality in terms of media production.

Qualitative comments from the media expert provided insights into the strengths and areas for improvement. The expert praised *“The Effectiveness of background music and sound effects, which reinforce the instructional purpose and help keep young learners engaged.”* At the same time, the expert recommended: *“Slight adjustments in voice modulation and more consistent intonation patterns to maintain attention throughout the episodes.”* These comments indicate that while the podcasts already achieved strong performance in media presentation, minor refinements could further enhance learner engagement.

In conclusion, the expert evaluation—both quantitative and qualitative—indicates that the podcast-based learning materials meet a high standard of quality, particularly in terms of syllabus alignment, content clarity, instructional support, and media design. With average expert scores of 86.25% (from the material and practitioner experts) and 92.5% (from the media expert), the product is categorized as “Excellent” and is considered highly feasible for use in fifth-grade English language instruction.

RQ 3. How do students respond to the implementation of the podcast-based learning materials in the TEYL classroom?

Table 3. Results of Students’ Responses

No	Statement	SD	D	A	SA	Mean	Percentage
1	I like the podcasts.			11	29	3.72	93%
2	I enjoy listening to the podcasts.			12	28	3.7	92%
3	The Podcasts are easier to use.			18	22	3.55	89%
4	The duration of the podcasts is suitable for learning.			22	18	3.45	86%
5	The podcast based material suits me.			18	22	3.55	89%
6	The Podcasts help me learn English vocabulary.			25	15	3.4	84%
7	The Podcasts meet my needs in learning English.			16	24	3.6	90%
8	The Podcasts increase my motivation to learn.			15	25	3.6	91%

9	I will listen to the podcasts again to learn.			17	23	3.57	89%
10	I want the podcasts to be used in my class too.			16	24	3.6	90%
Total							89.3%

The students' responses to the podcast-based learning materials were collected during the Implementation stage of the study. A total of 40 fifth-grade students from *Sunrise Primary School* (pseudonym) participated in the implementation. Due to the reason of flexibility and broader reach, the podcasts and supporting materials were distributed digitally via Google Classroom, where students were instructed to access the audio materials on Spotify, follow the guidance in the accompanying students guide book, and complete a response questionnaire afterward.

The data were collected using a structured questionnaire based on a 4-point Likert scale (1 = Strongly Disagree, 4 = Strongly Agree). The questionnaire consisted of 10 items, covering indicators such as enjoyment, usability, motivation, relevance, and perceived learning benefits. The data were analyzed using Arikunto's (2002) formula to calculate percentage scores, and interpreted using Riduwan's (2009) scale of interpretation. The results summarized in Table 3 of the research document highlight strong positive responses from the students. A total of 93% of students strongly agreed with the statement "I like the podcasts" (Mean: 3.72), indicating a high level of enjoyment, while 92% strongly agreed that "I enjoy listening to the podcasts" (Mean: 3.7). Students also found the podcasts easy to use (89%) and appropriate in terms of length and duration (86%). Furthermore, 84% strongly agreed that the podcasts helped them learn English vocabulary, and 90–91% believed the podcasts met their learning needs and increased their motivation to learn (Means: 3.6 each). In addition, 89% expressed a willingness to re-listen to the podcasts and confirmed that they would like podcasts to be used in regular classroom instruction. The overall average score of all items was 89.3%, which falls under the "Strongly Agree" category according to the interpretation scale (81.26–100%). This result categorizes the product as "Very Good", indicating high student acceptance and positive engagement.

In addition to the quantitative scores, informal feedback and observations during the implementation phase offered valuable qualitative insights. Students reported that the use of music, sound effects, and clear narration made the learning process feel more enjoyable and engaging. One student explained, "It feels like listening to a story, not like a lesson." Another student added: "I like the sound effects, they make English more fun." Some students commented that they preferred listening to the podcasts over reading a textbook, as it made learning feel more like a game. As one noted, "I want English like this, because reading a book is boring." Several students also shared that they replayed the podcasts to better understand vocabulary or practice pronunciation. For example, one student said, "I listen again when don't understand, and then I can say the words better." These comments highlight the material's support for self-paced learning.

The interactive and multimodal nature of the podcast format aligned well with the learners' needs and preferences identified in the earlier needs analysis. It supported their auditory and visual learning styles, encouraged independent listening, and provided an enjoyable alternative to traditional English lessons.

In summary, the combination of high quantitative scores (average: 89.3%) and positive qualitative feedback clearly indicates that students responded very positively to the podcast-based learning materials. The podcasts were found to be engaging, accessible, and effective in supporting vocabulary acquisition and increasing motivation. These results affirm that podcast-based media can serve as a valuable supplementary resource in Teaching English to Young Learners (TEYL) settings, particularly when aligned with learners' preferences and curriculum goals.

Discussion

The application of the ADDIE model in this study ensures that podcast materials are developed in a structured and iterative manner, beginning with a thorough analysis of learner needs and culminating in evaluation and refinement. The finding that pronunciation and vocabulary retention emerge as primary learner needs reinforces Shin's (2006) assertion that foundational skills like vocabulary and pronunciation are essential in early English learning. This outcome also reflects the limited input exposure commonly observed in Indonesian TEYL classrooms, where English is taught as a foreign language with restricted communicative practice (Pamuji et al., 2021). The reliance on parents as proxies, complemented by student interviews and classroom observations, illustrates both the practicality and the limitation of capturing learner voices in TEYL research (Clark, 2011; Porumbu & Necsoi, 2013). This mixed approach aligns with recent methodological insights that emphasize triangulating child, parent, and teacher perspectives to capture young learners' developmental realities more accurately (Carmel, 2019).

The dominance of multimodal learning preferences (visual, auditory, and kinesthetic) and the appeal of authentic, playful activities are consistent with Christison's (2011) framework of learning styles (in Nunan, 2011) and Pinter's (2017) humanistic approach, both of which stress that young learners thrive in interactive, context-rich environments. In this study, these preferences are not only identified but directly translated into design decisions. The integration of visual guidebooks, clear narration, and kinesthetic post-listening activities reflects a holistic application of Mayer's (2009) Cognitive Theory of Multimedia Learning. Recent evidence supports this approach—Li (2020) found that combining multimodal input (audio, visual, and kinesthetic) significantly enhances engagement and retention in digital TEYL settings. Furthermore, the incorporation of rhythm and music connects with Murphey's (1992) and Mola & Moreno (2025) findings that musicality enhances memory, pronunciation, and emotional involvement. This confirms that affective engagement—often overlooked in local materials—plays a key role in sustaining motivation among young learners.

To further ground these design decisions in theory, this design strategy reflects Bourke's (2006) suggestion that TEYL content should be embedded in meaningful contexts and experiences, and also resonates with Mayer's (2009) cognitive theory of multimedia learning, which argues that combining verbal and non-verbal channels optimizes comprehension and retention. Furthermore, the integration of music and rhythm connects with findings by Murphey (1992), who emphasized that songs and musical patterns aid memory and pronunciation in language learning. By integrating these elements into the podcasts, the materials operationalized multimodal and affective principles in ways that are rarely reported in Indonesian TEYL settings (Rachmawati & Cahyono, 2020).

What distinguishes the present study, therefore, is not only the use of ADDIE as a procedural model but also its capacity to bridge learner-centered pedagogy with emerging digital audio media. Rather than focusing solely on syllabus alignment, the design process ensures that each stage of ADDIE in this study actively operationalized child-sensitive and culturally responsive design principles (Shin & Crandall, 2014; Eady & Lockyer, 2013). Similar approaches have been validated in recent TEYL design research (Kim & Lee, 2021; García Mayo, 2023), which highlights the importance of pedagogical models that translate theoretical learner needs into tangible digital formats. The current study thus demonstrates a concrete framework for transforming abstract needs analysis findings into podcast-based materials that are both age-appropriate and pedagogically coherent.

Expert evaluations confirmed that the developed podcasts achieve strong curriculum alignment and media quality, with overall ratings categorized as "Excellent." High scores for syllabus compatibility and vocabulary support validate that the product is both pedagogically sound and contextually relevant. These results resonate with Hasan and Hoon (2013), who emphasize podcast' role in reinforcing pronunciation and listening comprehension, and with Widodo (2020), who notes the importance of audio media in supplementing limited L2 exposure. The more critical insights, however, comes from qualitative comments. Experts noted that while the podcasts are well-designed, greater interactivity and dynamic delivery are needed to sustain engagement – recommendations that echo Hew (2009) and McKinney et al. (2009), who find that audio clarity, pacing, and engaging delivery are critical for successful educational podcasting. In this sense, the current findings highlight an important note: the podcasts already meet formal curricular standards, yet their potential for learner engagement remains underdeveloped. This underscores the importance of not treating syllabus alignment as the sole measure of quality, but of integrating affective and motivational dimensions into instructional podcasting for children.

Students overwhelmingly positive responses further demonstrate the effectiveness of the podcasts in supporting vocabulary learning and motivating learners. The ability to pause, replay, and listen at one's own pace is particularly valued, reinforcing Nguyen & Habók (2021) and Pyo & Lee (2024) observation that digital media is a crucial feature in promoting learner autonomy, comprehension, and reflection. Student comments such as *"It feels like listening to a story, not like*

a lesson” illustrate the affective appeal of podcasts, which is parallel with Mei & May (2021) and Rahimi et al. (2023), who find that podcasting enhances listening motivation and reduces anxiety in language learning contexts. These responses also confirm that the learner-informed design process – drawing on parents, teachers, experts, and classroom observation – produce materials aligned with children’s preferences for music, sound effects, and game-like activities. This alignment reflects the principles articulated by Ytreberg & Scott (1990) and Nation & Newton (2009) that young learners learn best through play and engagement. The positive response also supports the notion that technology-integrated instruction, when age-appropriate and well-designed, can play a transformative role in early language education (Yuksel & Kavanoz, 2021). Compared with prior studies (e.g., Yonemura et al., 2023), which highlight podcasts’ affordances for older learners, the present study demonstrates that even primary-level students can benefit when materials are carefully adapted to their developmental stage. Moreover, the alignment between learner feedback and design principles confirms that involving stakeholders in needs analysis leads to more resonant materials, supporting the participatory curriculum design approaches advocated by Marsh (2018) and Kim & Lee (2021).

Taken together, the findings affirm that podcast-based learning materials can be systematically developed, validated, and implemented in ways that are both pedagogically grounded and affectively appealing. The study advances the literature by addressing a gap in podcast use for young learners in Indonesia identified by Rachmawati & Cahyono (2020) and further reinforcing global calls for context-sensitive digital TEYL innovations (Shin, 2006; Garcia Mayo, 2023). Importantly, the results suggest that curricular alignment alone is insufficient; quality in digital TEYL materials must also encompass interactivity, engagement, and learner autonomy (Bao & Guan, 2022; Pyo & Lee, 2024).

While this study establishes a solid foundation for podcast-based instruction in TEYL, future research should examine the effects of different podcast formats (dialogic, roleplay, or interactive Q&A) on oral fluency and listening comprehension. This recommendation aligns with findings from Li (2024) and Peng et al. (2025), who observed that interactive audio formats promote greater learner participation and emotional engagement. Another issue deserving attention is the longitudinal effect of podcast-based learning on language retention and learner autonomy. While the current results indicate short-term engagement and satisfaction, longer-term studies could examine whether repeated and sustained exposure to podcast materials leads to measurable gains in vocabulary retention, listening accuracy, and oral fluency. This is supported by Widodo (2020) and Mola & Moreno (2025), who argue that digital learning tools should be examined for their sustainability and capacity to support language growth over time, not just immediate engagement.

Moreover, this study involves limited direct participation from the learners themselves in the material development process, largely due to their age. However, incorporating child-informed or co-created design models—where learners contribute ideas, preferences, or even voices to the podcast production—

may enhance ownership, personalization, and effectiveness of the learning experience. As argued by Marsh (2018), involving children in digital content creation can lead to materials that are more culturally relevant, emotionally resonant, and better tailored to their developmental stage. This approach also aligns with the broader movement toward learner-centered and participatory curriculum development in early language education (Shin & Crandall, 2014).

Finally, future research might also explore how teachers implement and integrate podcast media into various TEYL settings—rural vs. urban, public vs. private, or tech-rich vs. low-resource schools. Contextual factors such as teacher digital literacy, infrastructure access, and institutional support could significantly shape how effectively podcast materials are used, echoing findings from Godwin-Jones (2018) and Yuksel & Kavanoz (2021), who emphasize the interplay between technology, pedagogy, and context.

In sum, while the current study provides a strong foundation for podcast use in TEYL, it also opens important avenues for future inquiry related to design innovation, longitudinal impact, learner involvement, and implementation contexts—all of which are essential for developing more robust, inclusive, and sustainable digital language learning practices.

CONCLUSION

This study develops and evaluates podcast-based learning materials for fifth-grade English language learners using the ADDIE model. The process, from needs analysis to evaluation, produces materials that are positively reviewed by experts (86.25% and 92.5%) and well-received by students (89.3%). These findings confirm strong curricular alignment, engaging presentation, and pedagogical suitability for young learners.

Theoretically, the study addresses a gap in TEYL literature, particularly in Indonesia, where podcast use in primary education is still underexplored. By showing how ADDIE can be used to translate learner needs into multimodal audio resources, the research contributes to instructional design practices for young learners. Practically, the results highlight the potential of podcasts as flexible learning tools that enhance vocabulary acquisition, support self-paced learning through replay, and increase motivation through music, sound effects, and narrative features.

At the policy level, the findings emphasize the need to integrate digital media like podcasts into TEYL curricula, supporting digital literacy and innovative pedagogy. Future research may further explore the long-term impact and diverse podcast formats, as well as the role of learner and teacher involvement in podcast design to maximize contextual relevance and engagement.

ACKNOWLEDGEMENTS

The authors would like to express their deepest gratitude to the English Education Department and Faculty of Education, Universitas Ahmad Dahlan, Indonesia for their continuous guidance, encouragement, and institutional support throughout the conduct of this study. Gratitude is also extended to the

teachers and students of *Sunrise Primary School*, whose enthusiasm and active participation greatly enriched the development and evaluation process. Appreciation is further extended to colleagues and reviewers who offered constructive feedback and valuable suggestions that helped refine this work. Finally, sincere thanks are conveyed to all individuals who, in various ways, contributed to the successful completion of this project.

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