

A Podcast-Based ICT Intervention to Enhance Multimodal Literacy and Oral Communication Skills in Teaching Poetry among Grade 7 Learners

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Abstract: This study investigated the effectiveness of a podcast-based information and communication technology (ICT) intervention in enhancing multimodal literacy and oral communication skills in teaching poetry among Grade 7 learners in the Division of Calaca, Calaca City, Batangas. Despite the recognized importance of integrating technology in language instruction, limited research has examined structured podcast-based interventions that develop pronunciation, fluency, clarity of ideas, and confidence in secondary learners. The study employed a sequential explanatory mixed-method design. A total of 108 learners from the Special Program in Foreign Language and Science and Technology Education Program were selected through random sampling for the quantitative phase, which utilized a Likert-scale survey to measure their effectiveness, as well as the issues and challenges that the learners encountered in creating and presenting their self-composed poems through podcast-based multimodal activities. Subsequently, ten purposively selected participants were interviewed to enrich and validate quantitative findings. Results revealed that learners perceived the intervention as highly effective, with overall composite means of 3.3–3.4 across pronunciation, fluency, clarity of ideas, confidence, and ICT integration. Notably, a strong negative correlation ($r = -0.7624$, $P < .00001$) was found between learners' positive perceptions and the challenges they encountered, indicating that the intervention mitigated common difficulties in composing and presenting poems. The study demonstrated that integrating podcast-based multimodal activities facilitated self-assessment, peer collaboration, and reflective practice, which enhanced learners' oral performance and digital literacy. Hence, the researcher proposed Project V.O.I.C.E. as an innovative, technology-enhanced project that enabled learners to produce meaningful poetry outputs while fostering 21st-century communication skills.

Keywords: Podcast-based learning; Multimodal literacy; Oral communication; Project VOICE

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1. Introduction of the research

According to De Gala, language is seen as a powerful instrument essential for communication and for expressing oneself clearly. Through language, understanding, and learning are brought together. This aligns with the vision of the Department of Education, which aims to develop globally competitive learners. It has also been revealed that exposure to a new language is necessary to provide adequate input and opportunities for learners to use the language meaningfully. Moreover, there is a clear distinction between simply knowing a language and being able to explain how it works and what it does. To understand a language deeply, learners must be given meaningful experiences that develop both their knowledge and their ability to apply it ^[1].

Aligned with this understanding of language as a foundation for communication and learning, the enhanced K–12 curriculum places emphasis on literature in the first quarter, as reflected in the learning competencies and performance standards of both elementary and secondary learners. In the elementary level, particularly in Key Stage 2 (Grade 2), competency EN2PA-11 requires learners to recognize rhymes in chants, poems, and stories heard. Meanwhile, learners in Key Stage 3 (Grade 7) are expected to compose and publish an original multimodal literary text. The integration of multimodal literacy through podcast-based instruction is highly relevant to 21st-century learners, as many students prefer to learn through the use of digital media such as sounds, images, and interactive tools like podcasts ^[2].

The researchers, both experienced English teachers, observed that allowing learners to publish their written poetry outputs through a podcast-based ICT strategy motivates them to become more interested in and appreciative of both their final outputs and literature itself. This approach also helps improve their pronunciation as they listen to their own recorded voices, thereby enhancing their oral communication skills.

This topic aligns with New Literacy Theory, which, according to Araña, offers expanded insights into the ideas and scope of literacy and literacy education. From the New Literacy perspective, literacy is not only about printed and written texts but should also take the new forms of representation of the target language portrayed by digital technologies into consideration ^[3]. In this context, the integration of podcast-based ICT strategies in teaching poetry allows learners to produce multimodal, student-centered outputs.

The researchers also believe that this study is necessary, as it encourages 21st-century teachers to be innovative and creative in teaching poetry. This may result in innovative teaching practices that not only enhance learners' engagement and skills but also strengthen teachers' competence in adapting to current educational trends in teaching language and literature.

2. Innovation, intervention, and strategy

Innovation: This study will innovate the creation of PROJECT V.O.I.C.E. (Valuing Oral Interaction through Communication and Expression). It is an ICT-driven, skills-focused innovation designed to develop learners' oral communication skills, specifically pronunciation, fluency, clarity of ideas, confidence, and ICT integration, through podcast-based multimodal activities. The project addresses the lack of supplementary audio materials, the limited availability of classroom audio equipment, and the need for 21st-century, learner-centered approaches in English instruction.

Intervention: Based on the results of the study, several interventions were implemented to directly address learners' needs. The first intervention is the development of a centralized podcast-based learning resource, which serves as a unified platform containing all podcasts, videos, and learning materials for easy and consistent access.

Strategies of Project V.O.I.C.E.: Project V.O.I.C.E. employed a set of classroom strategies that were aligned with the quarterly content standards and supported by the findings of the study. The first strategy involved quarter-based thematic performance tasks. During the first quarter, learners focused on poetry through spoken poetry performances, commentary sharing, open-mic sessions, and podcast production. The second strategy centered on interactive and collaborative learning, where students participated in pair and group activities, open dialogues, Q&A sessions such as “Share a Mic”, and peer feedback discussions. These activities helped enhance learners’ fluency, confidence, and ability to express ideas clearly.

3. Action research questions

This study aims to determine the impact of a podcast-based ICT intervention in enhancing multimodal literacy and oral communication skills in teaching poetry among Grade 7 learners in Dacanlao Gregorio Agoncillo Integrated National High School, for the School Year 2025–2026.

Specifically, this research seeks to answer the following questions:

1. To what extent is the podcast-based ICT intervention effective in improving Grade 7 learners’ oral communication skills in terms of pronunciation, fluency, clarity of ideas, and confidence when delivering poetry?
2. What are the learners’ perceptions of using podcast-based ICT integration in developing their multimodal literacy and oral communication skills in poetry learning?
3. What issues and challenges do students encounter in creating and presenting their self-composed poems through podcast-based multimodal activities?
4. Is there a significant relationship between learners’ perceptions of podcast-based ICT integration in developing multimodal literacy and oral communication skills, and the issues and challenges they encounter when creating and presenting their self-composed poems through podcast-based multimodal activities?
5. Based on the findings of the study, what podcast-based learning resource intervention can be designed
6. and implemented to further improve Grade 7 learners’ oral communication skills?

4. Action research methods

The researcher will employ a sequential explanatory design, a type of mixed-method approach proposed by Creswell ^[4]. This two-phase design begins with the quantitative phase, followed by the qualitative phase. In the first phase, quantitative data will be collected and analyzed using statistical tools such as the weighted mean and frequency to interpret the data gathered from the survey questionnaire. The second phase will involve qualitative data collection through audio-recorded interviews, which will serve to explain, validate, and enrich the quantitative findings. This design is appropriate because it allows for a comprehensive understanding of both measurable outcomes and in-depth insights related to the effectiveness of podcast-based ICT integration in poetry learning.

Participants and/ or other sources of data: For the quantitative phase, the researcher will employ a random sampling technique to select respondents from among Grade 7 students enrolled in the Science and Technology Education Program (STEP) and the Special Program in Foreign Language (SPFL). From a total population of 148 students, 108 respondents will be determined using Slovin’s formula with a 0.05 margin of

error. The selection of SPFL students was particularly justified by the insights of De Gala, who emphasized that the Special Program in Foreign Language-Korean all over the Philippines envisions a multilingual Filipino learner who is globally competitive and equipped with 21st-century skills in a culturally diverse environment while preserving their national identity^[5]. Since the participants in this study are engaged in advanced language learning through SPFL, they are ideal respondents for examining the effectiveness of podcast-based ICT interventions in enhancing oral communication skills.

Data gathering method: The research instrument will be a Likert scale questionnaire validated by research experts and consisting of three parts: (1) the extent of the podcast-based ICT intervention's effectiveness in improving learners' oral communication skills in terms of pronunciation, fluency, clarity of ideas, and confidence in delivering poetry; (2) learners' perceptions of podcast-based ICT integration in enhancing multimodal literacy and oral communication; and (3) issues and challenges encountered in creating and presenting self-composed poems through podcast-based multimodal activities. For the qualitative phase, ten participants who are not part of the 108 respondents will be purposively selected for audio-recorded interviews to obtain richer insights. Prior to data collection, the researcher will secure permits from the school principal and parents or guardians and obtain informed consent from participants, ensuring confidentiality, anonymity, and ethical compliance throughout the study.

5. Discussion of the results and reflection

Based on the results, **Table 1** showed the extent of effectiveness of the podcast-based ICT intervention in enhancing Grade 7 learners' pronunciation skills. The data showed an overall composite mean of 3.3, verbally interpreted as Strongly Agree, indicating that learners generally perceived the intervention as effective in improving their pronunciation during podcast production and related oral communication activities.

The findings of this study align with the insights of De Gala, who emphasized that students often struggle to understand reading materials due to a limited vocabulary. While traditional strategies involve consulting dictionaries or asking for assistance, reading and language learning become more efficient when learners can independently discover the meaning of unfamiliar words using context clues^[5]. In the present study, learners similarly demonstrated autonomy in improving their pronunciation through digital tools, particularly by using digital dictionaries to listen to words and correct mispronunciations.

The highest-rated indicator was "Enhance pronunciation by using a digital dictionary to listen to words from their recorded poem and correct mispronunciations", which obtained a weighted mean of 3.4 and ranked first. The lowest-rated indicator, "Showcase improved pronunciation during the Share a Mic activity when responding to classmates' questions about their poem", received a weighted mean of 3.2. The result of the study was supported by the response of S7, who mentioned, "*This strategy was amazing and I learned a lot, especially in pronouncing the word correctly. Through listening to it in a digital dictionary, I became more confident to deliver my podcast.*" Meanwhile, S2 added, "*I was a bit nervous during the Share a Mic activity, but I was kinda happy listening to how I pronounced the word. Because of the mic and the speaker, I felt like a DJ answering questions.*" Hence, using podcasts as a learning platform not only supported the correction of mispronunciations but also helped build learners' confidence in oral expression. These results aligned with Gilakjani, who noted that technology-assisted pronunciation practice allowed learners to self-monitor and receive immediate feedback, enhancing articulation and prosodic features^[6]. Similarly, Derwing and Munro emphasized that frequent engagement with recorded oral tasks increased learners' awareness of

pronunciation accuracy and contributed to the development of more intelligible speech over time ^[7].

Table 1. Pronunciation

Indicators	WM	I	R
1. Demonstrate correct pronunciation when recording their original poem in podcast format.	3.3	SA	2.5
2. Apply proper stress, rhythm, and intonation to bring out the meaning of their self-composed poem.	3.3	SA	2.5
3. Practice articulation by rehearsing lines of the poem using ICT-based playback tools.	3.3	SA	2.5
4. Enhance pronunciation by using a digital dictionary to listen to words from their recorded poem and correct mispronunciations	3.4	SA	1
5. Showcase improved pronunciation during the Share a Mic activity when responding to classmates' questions about their poem	3.2	SA	5
Overall Composite Mean	3.3	Strongly Agree	

Note: Legend: Strongly Agree- SA, Agree- A; Weighted Mean-WM, Interpretation-I, Rank-R

Based on the results, **Table 2** presented the extent of effectiveness of the podcast-based ICT intervention in improving Grade 7 learners' fluency when delivering poetry. The findings revealed an overall composite mean of 3.3, interpreted as Strongly Agree, indicating that learners perceived the intervention as effective in developing their fluency in oral communication. All indicators obtained an equal weighted mean of 3.3, also interpreted as Strongly Agree, and shared the same rank. This consistency suggested that learners acknowledged improvement across various aspects of fluency, such as maintaining smooth speech delivery, sustaining natural pacing, engaging confidently in dialogue, and minimizing hesitation during oral tasks. Learners agreed that they were able to deliver their poem podcast smoothly, without unnecessary pauses or fillers, and sustain a 2–3-minute performance with natural pacing and flow. These results implied that repeated practice in recording and reviewing their poems helped them develop better control over speech rhythm and pacing. Furthermore, learners strongly agreed that they demonstrated improved fluency by minimizing hesitation in both poem delivery and class interactions.

The result of the study was supported by the response of S2, who said, *“I felt like I became more fluent in delivering the poetry that I wrote because of my frequent practice and whenever I listened to the audio file.”* It was further supported by S1, who added, *“Our teacher made sure that we were ready to answer the possible questions; this allowed us to become more spontaneous during the Share a Mic activity.”* The findings indicated that the podcast-based ICT intervention was effective in improving learners' fluency by providing opportunities for repeated oral practice, self-assessment, and peer collaboration. These results were supported by Nation and Newton, who emphasized that fluency development required meaningful oral practice and repeated speaking opportunities ^[8]. Likewise, Skehan noted that structured communicative tasks, such as oral recordings and peer exchanges, significantly contributed to the development of learners' speech flow and automaticity ^[9].

Table 2. Fluency

Indicators	WM	I	R
1. Deliver their poem podcast smoothly without unnecessary pauses or fillers.	3.3	SA	1.5
2. Sustain a 2–3-minute poem performance with natural pacing and flow.	3.3	SA	1.5
3. Engage confidently in spontaneous dialogue during the Share a Mic activity.	3.3	SA	1.5

4. Maintain fluency while explaining the inspiration or theme behind their poem.	3.3	SA	1.5
5. Demonstrate improved fluency by minimizing hesitation in both poem delivery and class interaction.	3.3	SA	1.5
Overall Composite Mean	3.3	Strongly Agree	

Note: Legend: Strongly Agree- SA, Agree- A; Weighted Mean-WM, Interpretation-I, Rank-R

Based on the results, **Table 3** presented the extent of effectiveness of the podcast-based ICT intervention in enhancing Grade 7 learners' clarity of ideas when delivering poetry. The findings revealed an overall composite mean of 3.4, interpreted as Strongly Agree, indicating that learners generally perceived the intervention as effective in helping them express and organize their thoughts clearly during the creation and presentation of their poem podcasts. The highest-rated indicator was "Express ideas in their poem so that the theme or message is easily understood by listeners", which obtained a weighted mean of 3.6 and ranked first. This suggested that learners were able to communicate their intended messages effectively, making their poems more meaningful and accessible to the audience. The lowest-rated indicators were "Deliver the poem podcast with coherence, ensuring ideas are connected and meaningful" and "Respond to classmates' questions about the poem with clear and logical answers", both obtaining a weighted mean of

Although still interpreted as Strongly Agree, these results indicated that some learners encountered minor challenges in maintaining logical flow during delivery and articulating their thoughts clearly in interactive discussions.

The result of the study was supported by S10, who revealed, "*The poem that I delivered was diligently checked by my teacher; that's why it helped me organize my thoughts clearly, especially because I chose to write dramatic poetry.*" In addition, S3 added, "*The teacher guided us about the elements of poetry during the first and second week. It became easier to answer the questions, especially because I wrote and listened repeatedly to my poem.*" These results aligned with Anderson, who emphasized that structured oral communication tasks enhanced students' ability to organize and convey ideas clearly ^[10]. Likewise, Miller and McKenna highlighted that combining digital media with reflective oral activities supported learners' conceptual clarity and engagement in meaningful discourse ^[11].

Table 3. Clarity of Ideas

Indicators	WM	I	R
1. Organize thoughts clearly when drafting their chosen type of poem.	3.5	SA	2
2. Express ideas in their poem so that the theme or message is easily understood by listeners.	3.6	SA	1
3. Explain the meaning and imagery of their poem clearly during the podcast reflection.	3.4	SA	3
4. Deliver the poem podcast with coherence, ensuring ideas are connected and meaningful.	3.3	SA	4.5
5. Respond to classmates' questions about the poem with clear and logical answers.	3.3	SA	4.5
Overall Composite Mean	3.4	Strongly Agree	

Note: Legend: Strongly Agree- SA, Agree- A; Weighted Mean-WM, Interpretation-I, Rank-R

Based on the results, **Table 4** presented the extent of effectiveness of the podcast-based ICT intervention in enhancing Grade 7 learners' confidence when delivering poetry. The findings revealed an overall composite mean of 3.3, interpreted as Strongly Agree, indicating that learners generally perceived the intervention as effective in strengthening their confidence during oral performances and podcast

presentations. The highest-rated indicator, “Develop confidence through repeated practice and performance of their poem”, obtained a weighted mean of 3.5, ranking first. This suggested that consistent rehearsal and exposure to performance tasks helped learners build greater confidence in public speaking and oral communication. The lowest-rated indicator, “Showcase self-assurance when classmates ask questions about their poem during the shared-microphone activity”, received a weighted mean of 3.2, though still interpreted as Strongly Agree. This suggested that while learners generally demonstrated confidence, some still experienced slight hesitation when responding to spontaneous questions from peers. The result of the study was supported by the statement of S9, who said, “*The podcast activity was an amazing experience, especially because I’m a fan of listening to podcasts on Spotify. I felt great and confident doing my own podcast.*” This was further supported by S7, who said, “*At first, I was nervous, but because of the process of recording and not presenting it in front of the class, I became more confident in expressing my feelings and emotions in delivering my poetry.*” The findings revealed that the podcast-based ICT intervention was effective in enhancing learners’ confidence by providing repeated opportunities for practice, exposure to performance tasks, and meaningful peer interaction.

Table 4. Confidence

Indicators	WM	I	R
1. Exhibit confidence while performing their poem through Project V.O.I.C.E.’s podcast feature.	3.3	SA	3.5
2. Showcase self-assurance when classmates ask questions about their poem during the shared-microphone activity.	3.2	SA	5
3. Develop confidence through repeated practice and performance of their poem.	3.5	SA	1
4. Participate willingly in both the poem presentation and peer discussion without fear of judgment.	3.4	SA	2
5. Display increased confidence by using voice projection and expressive tone in their podcast performance.	3.3	SA	3.5
Overall Composite Mean	3.3	Strongly Agree	

Note: Legend: Strongly Agree- SA, Agree- A; Weighted Mean-WM, Interpretation-I, Rank-R

Based on the results, **Table 5** presented the extent of effectiveness of the podcast-based ICT intervention in enhancing Grade 7 learners’ ICT integration when delivering poetry. The findings revealed an overall composite mean of 3.3, interpreted as Strongly Agree, indicating that learners generally perceived the intervention as highly effective in integrating technology to support oral communication and learning engagement. These findings were consistent with the assertion of De Gala, who explained that online teaching relies heavily on digital platforms such as Google Meet, Google Classroom, online resources, podcasts, and videos in facilitating language instruction. Similarly, the present study demonstrated that the use of podcast-based ICT tools effectively supported Grade 7 learners in delivering poetry, particularly in enhancing pronunciation, fluency, and reflective learning ^[12]. The highest-rated indicators were “Practice pronunciation and fluency by listening to their recorded poem and self-correcting” and “Improve their oral performance by applying teacher and peer feedback given through digital platforms”, both with a weighted mean of 3.5 and ranked first. These results suggested that learners used ICT tools effectively for self-assessment and performance improvement, demonstrating autonomy in applying digital feedback to enhance pronunciation, fluency, and overall oral proficiency. Meanwhile, the indicators “Utilize podcasting tools to record and edit their poem performance” and “Collaborate with peers using ICT tools during podcast discussions and Q&A

sessions” both received a weighted mean of 3.2, sharing the 4.5 rank. Although still interpreted as Strongly Agree, these results indicated that while learners effectively used digital tools for recording and collaboration, some were still in the process of developing more advanced editing skills or more seamless teamwork using online platforms. The result of the study was supported by S8, who mentioned, “*I used my phone in recording my podcast. In order to make my voice clearer, I repeatedly played it. I also asked my mom to listen to make sure that I pronounced the word correctly.*”

Table 5. ICT Integration

Indicators	WM	VI	R
1. Utilize podcasting tools to record and edit their poem performance.	3.2	SA	4.5
2. Practice pronunciation and fluency by listening to their recorded poem and self-correcting.	3.5	SA	1.5
3. Collaborate with peers using ICT tools during podcast discussions and Q&A sessions.	3.2	SA	4.5
4. Improve their oral performance by applying teacher and peer feedback given through digital platforms.	3.5	SA	1.5
5. Reflect on their poem podcast outputs to track personal growth in oral communication skills.	3.3	SA	3
Overall Composite Mean	3.3	Strongly Agree	

Note: Legend: Strongly Agree- SA, Agree- A; Weighted Mean-WM, Interpretation-I, Rank-R

The data in **Table 6** presented the learners’ perceptions of using podcast-based ICT integration in developing their multimodal literacy and oral communication skills in poetry learning. The findings revealed an overall composite mean of 3.3, interpreted as Strongly Agree, which indicated that the learners generally perceived podcast-based activities as highly effective in enhancing various aspects of their poetry learning and oral performance. The highest-rated indicator was “Improves my pronunciation and clarity when reciting poems through repeated podcast practice” with a weighted mean of 3.5, ranked first. Several indicators shared similar high rankings, each receiving weighted means between 3.4 and 3.3. The lowest-rated indicator, “Promotes my creativity as I experiment with sound effects and voice modulation in my recordings”, had a weighted mean of 3.2, though it was still interpreted as Strongly Agree. The results of the study were supported by S2, who explained, “*This activity provides an opportunity for me to practice and learn at my own pace. I was able to record it at home during my free time and at hours when I felt comfortable. This motivated me to do the activity because it was enjoyable.*” The findings indicated that podcast-based ICT integration was perceived as highly effective in developing multimodal literacy and oral communication skills among the learners. The intervention allowed them to improve pronunciation, enhance digital literacy, interpret poems more personally, and engage more actively in poetry learning through an interactive and technologically enriched environment.

These results were supported by Sze, who emphasized that podcast-assisted language activities enhanced learners’ oral expression, motivation, and confidence by providing repeated practice and opportunities for self-evaluation ^[13]. Likewise, Yeh found that multimodal podcast tasks significantly improved students’ oral fluency and engagement, as the combination of voice recording, digital editing, and creative expression encouraged active participation and deeper learning ^[14].

Table 6. The learners’ perceptions of using podcast-based ICT integration in developing their multimodal literacy and oral communication skills in poetry learning

Indicators	WM	I	R
1. Improves my pronunciation and clarity when reciting poems through repeated podcast practice.	3.5	SA	1
2. Strengthens my confidence in speaking by giving me a platform to record and share my voice.	3.4	SA	2.5
5. Promotes my creativity as I experiment with sound effects and voice modulation in my recordings.	3.2	SA	9.5
6. Motivates me to practice oral reading more frequently because recording podcasts feels enjoyable.	3.4	SA	2.5
8. Allows me to express my interpretations of poems in a personalized and authentic way.	3.2	SA	9.5
10. Strengthens my ability to deliver oral interpretations confidently during poetry presentations.	3.4	SA2.5	
Overall Composite Mean	3.3	Strongly Agree	

Note: Legend: Strongly Agree- SA, Agree- A; Weighted Mean-WM, Interpretation-I, Rank-R

Based on the results, **Table 7** presents the issues and challenges students encounter in creating and presenting their self-composed poems through podcast-based multimodal activities. The findings yielded an overall weighted mean of 3.17, interpreted as Agree, indicating that learners moderately experience challenges in composing and delivering their poems via podcast formats. The highest-rated indicators, both with a weighted mean of 3.9 and interpreted as Strongly Agree, were “I find it challenging to select the right words and expressions to match my poem’s meaning” and “I have difficulty explaining the message of my poem in simple words.” These results suggest that learners struggle most with expressing their intended meanings clearly and choosing appropriate vocabulary to convey emotions, themes, and ideas effectively. The next set of concerns included “I mispronounce words when I read my poem too quickly” and “I get distracted by my own mistakes in pronunciation, which affects my delivery”, each with a weighted mean of 3.8 and ranked third and fourth. These findings indicate that pronunciation difficulties and self-consciousness during recording significantly affect learners’ oral delivery. The results of the study were supported by S6, who said, “*The noise at home, especially the barking of our dog, stressed me while recording and affected my pronunciation. However, I coped by practicing repeatedly, even recording at midnight.*” Meanwhile, S5 added, “*I didn’t know how to use CapCut or edit the recording to minimize the noise, but by asking my friends and watching tutorials on YouTube and TikTok, I learned a lot and was able to present it well.*” The findings revealed that while students generally handle the technical components of podcast creation, they encounter substantial challenges related to word choice, message clarity, and pronunciation when presenting their self-composed poems.

Table 7. The issues and challenges that students encountered in creating and presenting their self-composed poems through podcast-based multimodal activities

Indicators	WM	I	R
1. I find it difficult to choose the type of poem (narrative, lyric, or dramatic) I want to write.	3.2	SA	8
2. I find it challenging to select the right words and expressions to match my poem’s meaning.	3.9	SA	1.5
3. I mispronounce words when I read my poem too quickly.	3.8	SA	3.5

4. I get distracted by my own mistakes in pronunciation, which affects my delivery.	3.8	SA	3.5
5. I pause too much or lose my flow when delivering my poem in a podcast.	3.0	A	9
6. I feel nervous, which causes me to stutter or hesitate during the recording.	3.7	SA	7
7. I have difficulty explaining the message of my poem in simple words.	3.9	SA	1.5
8. I struggle with using podcast tools (recording, editing, or playback features).	2.9	A	10
Overall Composite Mean	3.17	Agree	

Note: Legend: Strongly Agree- SA, Agree- A; Weighted Mean-WM, Interpretation-I, Rank-R

The results in **Table 8** indicated a strong negative correlation ($r = -0.7624$) between learners' perceptions of podcast-based ICT integration in developing multimodal literacy and oral communication skills and the issues and challenges they encountered when creating and presenting their self-composed poems through podcast-based multimodal activities. With a P -value of $< .00001$, the relationship was statistically significant at the 0.05 level, leading to the rejection of the null hypothesis. This meant that as learners' positive perceptions of podcast-based ICT integration increased, the issues and challenges they faced decreased, demonstrating that effective use of podcast-based multimodal activities was associated with fewer difficulties in completing poetry-related tasks. The significant inverse relationship implied that podcast-based ICT activities effectively supported students in overcoming challenges related to poem production and presentation, particularly by enhancing their multimodal engagement, boosting their confidence, and improving their oral communication skills. This further suggested that integrating podcasts into poetry instruction could reduce learning barriers and foster a more supportive, interactive, and skill-enhancing environment for learners. These findings aligned with Santos and Castro, who found that multimodal digital platforms reduced task-related difficulties by increasing learners' engagement and providing flexible tools for self-expression and oral performance ^[15]. Similarly, Hung reported that podcast-based learning environments improved students' speaking abilities and lowered performance-related challenges by enabling repeated practice and self-paced learning ^[16].

Table 8. Significant relationship between the learners' perceptions of using podcast-based ICT integration, and the Issues and challenges students encounter in creating and presenting their self-composed poems through podcast-based multimodal activities

Variables	Sample size	Pearson r correlation	P-value	Decision	conclusion
The learners' perceptions of using podcast-based ICT integration in developing their multimodal literacy and oral communication skills in poetry learning	108	-0.7624.	< .00001	Reject Ho	Significant
Issues and challenges students encounter in creating and presenting their self-composed poems through podcast-based multimodal activities					

Note: The P -value is $< .00001$; The result is significant at $P < .05$

The results in Table 4 indicated a strong negative correlation ($r = -0.7624$) between learners' perceptions of podcast-based ICT integration in developing multimodal literacy and oral communication skills and the issues and challenges they encountered when creating and presenting their self-composed poems through podcast-based multimodal activities.

6. Action plan

Table 9. Action plan for Project V.O.I.C.E. (Valuing Oral Interaction through Communication and Expression)

Timeline	Activities	Description / Tasks	Persons Involved	Expected Output
June 2026	Project Orientation & Preparation	Conduct orientation for teachers, students, and parents about Project V.O.I.C.E.; prepare lesson guides, QR materials, and podcast templates.	School Head, English Teachers Parents Students	Project implementation plan; prepared materials
June–July 2026	Development of Centralized Podcast-Based Learning Resource	Compile videos, demo podcasts, pronunciation drills, and interactive PowerPoints; design QR codes for all materials.	English Teachers, ICT Coordinator Students LRMs Coordinator	Centralized digital repository (Google Drive/QR hub) DacanLRMs Portal
July 2026	Teacher Capacity-Building (SLAC)	Training on podcast editing apps (e.g., Capcut, MP3 converter), designing ICT-integrated lessons, and performance-based assessment.	Master Teachers, ICT Coordinator Teacheres	Teachers equipped for implementation
August 2026	Quarter 1 Activities: Poetry & Spoken Word	Spoken poetry tasks, open-mic sessions, commentary sharing, “Share-a-Mic,” podcast creation for poem delivery.	English Teachers, Students	Poem podcast outputs; improved pronunciation & fluency
August 2026	Remediation Program 1	Address challenges in pronunciation, fluency, and vocabulary building (guided drafting, digital playback, drills).	English Teachers Students	Improved delivery and articulation
February 2027	Remediation & Enrichment 2	Address hesitation, nervousness; offer advanced narration and podcast editing tasks.	English Teachers	Improved confidence and performance mastery
March 2027	Final Evaluation & Documentation	Collect feedback, and research-based monitoring and evaluation of its effectiveness for the continuous improvement	English Teachers, Researcher Students	Final project evaluation & evidence-based report through research

7. Financial report

Table 10 shows the financial report.

Table 10. Financial report

Activity	Eligible Expenditures	Quantity	Estimated Cost (PHP)
1. Project Orientation & Preparation	Printing of orientation guides, QR labels, and lesson templates	200 copies	1,000.00
2. Development of Centralized Podcast-Based Learning Resources	Flash drive for material storage	1 month	450.00
	Software subscription/app upgrade (CapCut Pro, MP3 converter)	1	350.00
3. Teacher Capacity-Building (SLAC)	Training materials (Bond paper, ink, printed modules)	-	800.00
4. Final Evaluation & Documentation	Printing of research tools, evaluation forms	-	600.00
Total		-	3450.00

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expertise, and guidance in this study. The mentorship and encouragement offered were instrumental in finishing this research. Special thanks are also given to the Special Program in Foreign Language-Korean Students and Science and Technology Education Grade 7 students of Dacanlao Gregorio Agoncillo Integrated National High School for participating and providing insightful contributions that greatly enrich the findings of the study.

Disclosure statement

The authors declare no conflict of interest.

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