

ABSTRACT

Firly Birbalila, Didiv (2025): Exploring EYL Teachers' Strategies and Challenges in Using Podcasts for Teaching Listening Skills: A Case Study of the 6th Grade at SD Lab School UPI Cibiru

This study investigates the strategies employed and challenges faced by English teachers in using podcasts to teach listening skills to English for Young Learners (EYL) at the primary level in a university labschool. Listening plays an essential role in language learning as it supports the acquisition of other language skills, yet it often receives limited pedagogical attention in elementary contexts. The growing availability of digital media, particularly podcasts, offers opportunities to deliver authentic, engaging listening experiences tailored to young learners' developmental characteristics. Accordingly, this research aimed to identify the strategies teachers use to implement podcast-based listening instruction and to explore the challenges they encounter in this process.

The study adopted a qualitative case study design involving two English teachers at a university-affiliated primary school in Bandung, Indonesia. Data were collected through classroom observations, semi-structured interviews, and questionnaires. Thematic analysis was conducted using the Technological Pedagogical Content Knowledge (TPACK) framework to interpret how teachers integrated technological tools, pedagogical approaches, and content knowledge in their teaching practices.

The findings revealed that both teachers applied structured listening stages, including pre-listening, while-listening, and post-listening. During the pre-listening stage, teachers activated students' prior knowledge, introduced vocabulary, and predicted content using visual cues. The while-listening stage involved guided note-taking, identifying main ideas, and answering comprehension questions, while post-listening activities emphasized reflection, summarizing, and discussion. Teachers also adapted podcast materials by shortening episodes and selecting age-appropriate content to sustain engagement. However, challenges included learner diversity, accent variation, and limited professional training in digital pedagogy, although institutional support minimized technical constraints.

The study concludes that podcasts hold significant potential to improve young learners' listening comprehension when implemented through structured, context-sensitive pedagogical planning. It is recommended that teachers receive continuous professional development in digital literacy and that curriculum designers align podcast-based materials with learning objectives to ensure equitable and meaningful listening experiences.

Keywords: *listening skills, podcasts, English for Young Learners (EYL), teaching strategies, teacher challenges.*