



Podcasting in Language Education: A Project-Based Framework

*Ioanna Tyrou*¹, *Konstantinos Mylonas*²

¹Special Teaching Staff,
Department of Italian Language
and Literature, National and
Kapodistrian University of Athens,
B.A. in Italian and Spanish
Literature, B.A. in Primary
Education, M.A. in Information and
Communication Technologies,
Ph.D. in Educational Technology
and Didactics, Research Member,
Greece

²Teacher of Italian Language,
Language Centre National and
Kapodistrian University of Athens
B.A. in Italian Language and
Literature B.A. in Biological
Sciences M.A. in Teaching and
promoting the Italian language
and culture to foreigners, Greece

✉ Corresponding author:
iotyrou@ill.uoa.gr



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ABSTRACT: This study investigates the pedagogical impact of podcast creation in foreign language education, focusing on student engagement, creativity, and oral language development. Sixty-six university students participated in a project-based activity involving the creation of personal podcasts, preceded and followed by a structured questionnaire. Quantitative analysis revealed significant increases in students' perceived engagement ($M = 5.89$ post-test vs. $M = 5.20$ pre-test), pedagogical appreciation ($M = 5.93$ vs. $M = 5.38$), and motivation for oral production ($M \approx 5.7$ vs. $M \approx 5.2$). These findings affirm podcasting's role as a multimodal, creativity-enhancing task that encourages learner autonomy and expressive confidence. The study contributes to glottodidactic research by demonstrating how podcasting supports oral proficiency, cultural awareness, and inclusive pedagogy.

KEYWORDS: podcasting, project-based learning, creativity, oral language development, engagement

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Introduction

Podcasting is a multifaceted pedagogical tool that enhances learner engagement, creativity, and oral language production. Both teacher-led and student-generated podcasts foster active participation and meaningful learning, especially in asynchronous settings that support autonomy and reflection (Yang, 2025; Bolliger et al., 2010; Rosell-Aguilar, 2007). Creating podcasts offers authentic communicative tasks that stimulate motivation, collaboration, and self-expression (Peng et al., 2025; Tyrou, 2023). Learners consistently perceive podcasting as valuable and engaging, with post-activity evaluations confirming its pedagogical relevance. Exposure to authentic spoken discourse and the act of producing content improve listening comprehension, pronunciation, and grammatical awareness (Ramirez, 2024; Budiasningrum & Rosita, 2022; Ginting, 2019). In Italian L2 contexts, podcasting promotes oral proficiency, cultural sensitivity, and inclusive practices (Bettoni et al., 2025; Sergio, 2025; Tyrou, 2025; Samu, 2024). When embedded in project-based learning, it cultivates critical thinking and learner agency, bridging content delivery with creative expression and educational inclusivity (Hall & Jones, 2023).

Research Aim and Research Questions

In response to recent calls for more innovative, motivating, and autonomous learning approaches, we developed a research project. This study builds upon previous research (Tyrou, 2023; Tyrou & Mylonas, 2023; Tyrou, 2025) and forms part of a broader project exploring the creative use of podcasts in language education. The aim was to investigate students' dispositions and reflections following the creation of their own personal podcast, which served as an assessed assignment within a specific language course.

The research questions of the current study focused on the following:

- Does the creation of a podcast, as a multimodal text, support students' active engagement and creativity?
- Do university students perceive podcasting as a good pedagogical practice?
- Whether it contributed to the improvement of oral language production.

The sample consisted of 66 university students enrolled in a foreign language program (in an elective course on foreign language lesson planning for Italian L2, by undergraduate students of all years of the department, with language proficiency level B1-C1). All participants completed a 1-6 questionnaire scale both before and after the creation of their personal podcast.

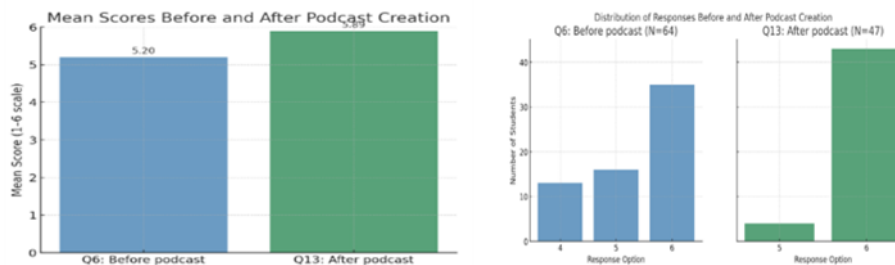
Research Results

To address the first research question, student responses to two survey items were compared before and after podcast creation [Figure 1, Figure 2]. Initial expectations regarding podcasting's potential to foster engagement and creativity (Q6, $M = 5.20$) were strongly affirmed post-activity (Q13,

M = 5.89), with responses clustering near the maximum. This upward shift indicates that the experiential process of designing and producing a podcast not only validated but amplified students' beliefs, reinforcing podcasting's role as a creativity-enhancing practice. Visual data confirm this trend: pre-test responses ranged from 4 to 6, while post-test responses converged around 6, reflecting a more unified and enthusiastic stance. These findings highlight the pedagogical value of hands-on multimodal production in cultivating learner engagement and expressive confidence.

Figures 1 and 2

Active Engagement and Creativity from Podcast Creation



To evaluate changes in students' pedagogical stance toward podcasting (second research question), two survey items were compared. Before the activity, students expressed optimism about podcasting's potential to improve teaching (Q14: M= 5.38, SD = 0.79). After creating their own podcasts, evaluations became significantly more favourable (Q12: M= 5.93, SD = 0.25), with an independent samples t-test confirming a meaningful difference ($t \approx -5.21$, $p < 0.001$). This shift indicates that experiential engagement not only validated but also amplified students' appreciation of podcasting as an effective instructional strategy. Post-test responses showed minimal variance and strong convergence toward the highest rating, suggesting a consolidated endorsement of podcast creation as a tool for meaningful learning. These findings reinforce the pedagogical value of multimodal production, echoing its capacity to transform abstract beliefs into practice-informed convictions. As illustrated in Figure 3, the blue bar (Q14) reflects broader variability, while the green bar (Q12) shows a higher mean and tighter clustering, visually confirming the positive impact of the podcasting experience.

Figure 3

Podcasting

as a Good Pedagogical Practice



For the third research question, a clear shift is observed from general endorsement (“Podcasts have an influence”) to stronger, experience-based affirmation (“Podcast creation motivated me to perform better”) [Table 1]. Students not only recognised podcasting’s pedagogical value but also internalised it as a motivational force, enhancing oral production. In Q10, 96.9% responded positively, with 56.9% selecting the highest value ($M \approx 5.2$), reflecting strong perceived influence on language development. In Q4, 76.6% chose the top category, yielding a higher mean ($M \approx 5.7$) and indicating deeper engagement through personal experience.

This 20-point increase in “strongly positive” responses suggests a shift from abstract agreement to embodied motivation. While precise correlation (r) requires individual-level data, the distribution patterns imply a positive association: students who value podcasts generally also find podcast creation personally motivating. These findings reinforce podcasting’s role not only as a pedagogical tool but as a catalyst for expressive confidence and oral performance.

Table 1

Descriptive Statistics for the Improvement of Oral Language Production

Item	N	% Positive (4-6)	% Strongly Positive (6)	Estimated Mean (1-6)
Q10: I believe that the podcast will influence both oral and written language.	65	96.9%	56.9%	≈ 5.2
Q4: The creation of the podcast was a motivation to improve my academic performance in oral production.	47	97.9%	76.6%	≈ 5.7

Conclusions

This study demonstrates that podcast creation, as a multimodal and experiential task, significantly enhances student engagement, creativity, and oral language development. The increase in post-test scores reflects not only fulfilled expectations but also a deeper internalisation of podcasting’s

pedagogical value. Students moved from anticipating benefits to experiencing them directly, validating the transformative potential of podcasting in language education. These findings resonate with Yang (2025), Bolliger et al. (2010), and Rosell-Aguilar (2007), who emphasise podcasting's capacity to foster autonomy, reflection, and expressive confidence. Learners' perceptions of podcasting evolved through hands-on involvement, shifting from abstract beliefs to concrete perceptions. The strong convergence toward high ratings suggests a consolidated appreciation of podcasting as a meaningful and motivating practice (Hall & Jones, 2023). Podcasting thus emerges not as a supplementary tool but as a dynamic framework that connects theory with lived pedagogical experience.

Regarding oral production, students linked podcast creation with increased motivation and fluency. The sharp rise in "strongly positive" responses indicates that producing a podcast offered a real-world context for practising oral skills, moving beyond passive recognition to active linguistic engagement. This aligns with Yang (2025) and supports the glottodidactic potential highlighted in Italian L2 research (Tyrou, 2025; Bettoni, 2025; Samu, 2024). Podcasts also contributed to listening comprehension, pronunciation, and grammatical awareness (Ramirez, 2024; Budiasningrum & Rosita, 2022), reinforcing their value as immersive oral tasks. In sum, podcasting proves to be a powerful pedagogical medium that cultivates creativity, learner agency, and linguistic competence. When integrated into project-based learning, it connects content delivery with authentic expression, offering a transformative path toward inclusive and meaningful language education. Future iterations could explore cross-institutional collaborations, multilingual podcasting, and integration with other media forms (e.g., video essays or digital storytelling). Further research might examine learners' emotional engagement and identity negotiation through podcast creation. The project can contribute to research in educational technology and applied linguistics, to language educators seeking creative, learner-centred methodologies, and to curriculum designers interested in innovation aligned with the CEFR and enhancing digital literacy and learner autonomy.

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