Student-Generated Video Podcast in Foreign Language Education for Further Engineers

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Abstract

The study explores the prospects of using student-generated video podcast is a media tool to improve second language acquisition, especially for career oriented students. The study involved 40 second- and third-year students of non-linguistics majors at Togliatti State University with English language proficiency levels A2-B2. The students participated in a 6-month process of video podcast generation under the supervision of a teacher. The training phases were: basic instructions, video podcast theme selection, study of materials for the video and scripting, video recording and video editing, peere feedback and revision, final video podcast presentation and reflection. A questionnaire with open-ended and Likert scale questions were used to collect the data to investigate the students' perception of video podcast creation impact on their language skills development and their satisfaction. Finally, the results show students have a positive attitude towards the use of video podcasts in foreign language learning and that this method improves both media and digital and language skills (listening comprehension, speaking skills, vocabulary, and student confidence). Student-generated video podcast as a tool addresses contemporary professional issues by equipping learners with essential skills for the modern workplace and enhancing language proficiency. This research highlights the significant implication of video podcasting for more effective and modernized foreign language training.

Keywords: student-generated video podcasts, media literacy, digital skills, learning autonomy, self-directed learning, communicative language teaching, collaborative learning.

1. Introduction

The rising trent of digitalization in education is seen widely and has its impact on language learning as well. Moreover, the importance of foreign language proficiency in the globalized job market, particularly for engineering professions, is increasing. Student generated video podcast represents an innovative digital and media tool in language education, which can be different as a method particularly in teaching professionally oriented foreign language with a tutor's mentoring.

To address this need, this study sets out to (1) explore the existing research on student-generated video podcasts in language learning; (2) trace its integration in university language training; (3) identify research issues for the study's questionnaire; (4) record student preferences; and (5) estimate its contribution to skill development. As a starting point, the existing literature suggests that these methods offer a dynamic and engaging approach, supported by established learning theories and demonstrating several key advantages in fostering language proficiency.

The present body of research robustly supports the integration of student-generated video podcasts in language education, revealing a multitude of benefits that extend across various

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domains of learning. Studies consistently demonstrate that this approach not only enhances language proficiency but also cultivates essential media and digital literacy skills, fosters collaborative learning environments, and promotes critical thinking.

The literature emphasizes that student-generated video podcasts offer a dynamic and engaging medium for enhancing foreign language education, presenting several key advantages. Studies shaping the theoretical frameworks approve the use of student-generated video podcasts for developing foreign language skills. They have shown this foreign language acquisition tool as a strong didactic means in several theoretical frameworks.

Indeed, learners can create the video podcast content at their own pace, fostering self-directed learning and catering to individual needs. Incorporating audio, visual, and textual elements in the video podcasts caters to diverse learning styles and enhances comprehension, aligning with multimedia learning theory (Jenlink, 2019). Futhermore, the ability to select video podcasts based on interests and goals enhances motivation and encourages active engagement. Some scientific researchers also state cognitive and emotional benefits. Engaging in content creation promotes cognitive and emotional investment, which are crucial for sustained engagement and academic success (Zajda, 2023). Student-generated media content enhances engagement, understanding, and retention. It fosters motivation, active learning, and preference for digital resources over traditional ones (Navío-Marco et al., 2024).

As for the language skills, video podcasts provide opportunities for independent listening and speaking practice outside the classroom, promoting autonomy and self-confidence (Gangalakshmi et al., 2023). Some researches indicate that these media digital tool not only improve listening comprehension, as stated in the research by Song and her colleagues, whose paper focuses on the impact of a mobile learner-generated-content tool on pupils' after-school English vocabulary behavioural learning patterns (Song et al., 2023). Furthermore, creating video podcasts helps improve various language competencies, including listening, speaking, and grammar. The effectiveness of focusing on oral communication through the audio-visual format of video podcasts – which emphasizes listening comprehension during peer review, pronunciation, intonation, and other aspects of spoken language – is supported by a research showing significant increases in students' linguistic skills, with improvements of 38 % in linguistic skills and 58 % in pragmatic skills observed (Brega, Kruglyakova, 2021). Crucially, creating video podcasts provides opportunities for learners to practice speaking in a less pressured environment, improving fluency and confidence.

Emerging research highlights the versatility of video podcasts not only as a learning tool but also as an effective assessment method. Caratozzolo demonstrate how video podcasts can be used to evaluate student understanding and application of knowledge, particularly within engineering curricula (Caratozzolo et al., 2022). This form of assessment not only allows for a more authentic evaluation of student competencies but also provides learners with valuable opportunities to refine their communication skills.

Beyond their function as assessment tools, video podcasts can also provide learners with insights into real-world contexts as they cover a wide range of topics, exposing them to natural language use beyond traditional textbook dialogues. This exposure helps learners grasp the language in its authentic form and appreciate the intricacies of its use across diverse situations. Furthermore, video podcasts offer valuable insights into professional and cultural aspects of target languages, providing learners with a unique window into the target language.

Moreover, video podcasts can address current events and contemporary topics, keeping language learning relevant and engaging. This aligns with the principles of communicative language teaching, where the focus shifts to meaningful communication and authentic language use, as students engage with a real audience and convey information purposefully (Richards, 2014). The investigation by Belgibayeva and her colleagues show positive correlation of subject-specific podcasts with language acquisition resulting and enhanced learning outcomes (Belgibayeva et al., 2024).

Concerning modern skills for lifelong development, creating and consuming video podcasts develops valuable media and digital literacy skills, including media production and online navigation. In the era of digitalisation, the development of media literacy is a prerequisite for successful integration into modern society and competitiveness in the labour market. Media literacy is defined as the ability to critically analyse, evaluate, and create media content. In the era of digitalisation, the development of these skills is becoming a prerequisite for successful integration into modern society and competitiveness in the labour market. The implementation of

media literacy, as the Uruguayan experience shows, requires the consolidated efforts of all educational actors, from teachers to policy makers, for successful implementation and sustainable effects (Rojas-Estrada et al., 2024). The use of video podcasts, in turn, can be an effective tool for engaging in the process of media literacy development, allowing students and teachers not only to jointly create and distribute content, but also to actively develop skills in critical information analysis and media production (as research shows, active participation in media content creation contributes to the development of media competences (Fedorov, 2015; Gálik et al., 2024).

Technology-mediated collaborative learning is evident in the use of media and digital tools that facilitate group work and the integration of multimedia elements (Mayer, 2014). Building upon this foundation, ccollaborative video podcast projects enhance communication, teamwork, and project management skills. Video podcasts encourage teamwork, allowing students to collaborate on projects, which is essential in modern educational settings. The creation and sharing of video podcasts within the classroom foster a community of practice, reflecting socio-cultural theory, where learners engage in peer interaction and knowledge co-construction (Stahl, 2006).

Furthermore, some other findings demonstrate that videos foster creativity in script writing and engagement among language learning students (Gangalakshmi, 2023). Constructivist learning theory highlights the active role students take in constructing knowledge as they research, plan, and create their video podcasts (Jonassen, 1991).

While the existing literature provides compelling evidence for the effectiveness of student-generated video podcasts, several gaps remain. First, while some studies have explored the impact on specific language skills (Song et al., 2023), few have examined the holistic impact of video podcasting on both language skills and other crucial competencies, such as media and digital literacy, teamwork, and critical thinking skills, specifically in the context of engineering education.

Despite the positive impact, the literature also discusses some potential drawbacks, such as technical difficulties, or student overload, which should be taken into account when designing and implementing media education projects. Nevertheless, it is important to note that if properly organised, these problems can be solved and media literacy will remain an essential component of learning (Wu et al., 2024).

Furthermore, the studies that explore the impact on specific skills do not explore this impact on students of technical disciplines such as engineering. There is also a need to further explore the specific methods, contexts, and instructional strategies that optimize learning through student-generated video podcasts. In particular, the role of teacher guidance and support in student-generated video production has been largely unexamined. Furthermore, research regarding student preferences and perceptions about the use of student-generated video podcasts for foreign language acquisition remains limited, and there is a need to investigate how students view this method in a real classroom setting. Thus, the present study purpose is to address some of these gaps by investigating the holistic impact of student-generated video podcasts, with particular emphasis on student perceptions, practical implementation, and skills development, within the context of engineering education.

To further trace the integration of video podcasts in university language training, it is helpful to consider specific examples of their application in real-world settings. Video podcasts are incorporated into foreign language training for engineering students in creating video podcasts about engineering projects in the Togliatti State University (TSU). Now the video podcast created by students is a technique successfully applied in TSU in organizing the self-study work in *Rosdistant*.

TSU is actively introducing the practice of video podcasting into the educational process, especially among full-time students of the *Institute of Mechanical Engineering* and the *Institute of Mathematics*, Physics and Information Technologies. Teachers note an increase in students' interest in learning, as video podcasts make it possible to present professionally relevant and personally interesting topics in English. In a study conducted by Brega and Kruglyakova (Brega, Kruglyakova, 2021), a scale for assessing the communicative skills of students using video podcasts was developed and validated; the scale is based on the criteria of the *Common European Framework of Reference for Languages* (CEFR, 2018) with adaptations including indicators reflecting the specificity of video podcasting, as well as pragmatics, digital literacy and time management skills.

The video podcasts are also integrated into the language training in the form of contests among students as in the *Togliatti State University* as among students of other universities.

The Department of Theory and Practice of Translation in the TSU hosts an intra-university Olympiad in the discipline *Professional English* for students of non-linguistic specialties every year. The competition consists of three stages. At the first stage, students perform a lexical and grammatical test, at the second stage they need to complete tasks for listening to a text on a business topic. At the first third stage, the participants with the most developed skills demonstrate their oral speech skills as part of a group creative task – creating a professional video. The last part of the contest tends to be very motivating as the task gives a chance to uncover students' talents and interests.

A high level of foreign language skills, professional competences, ability to generate original ideas and skills in the field of materials science and medical technologies – all this was clearly demonstrated by TSU students who won the *IV International Competition of student video projects* in foreign languages *My University*. It was the creation of their own video podcasts that allowed them to fully develop their potential and win two nominations at once: *Invideo-2021* and *Scientific research, training majors* with the video *The way to advanced medical technologies*. It is important to note that this is not a single case: other TSU students who have mastered the technology of scientific video podcasting also became winners in the nomination *Video Science*' at the regional competition *World in the style of science - 2023*, which once again convincingly proves the effectiveness of using video podcasts as a tool to develop both language and professional skills of students.The third place was won by the team with the video podcast *Recycling of aluminium waste*. Another team received commemorative diplomas for the video podcast *Disposal of excess sludge*.

The university project activity is an additional area in which the student-generated video podcast application is used. Student-led projects that use video podcasts for self-promotion are far more likely to draw in overseas funders and collaborators. This illustration of video podcast integration in university settings highlights the potential of this method and provides valuable context for understanding the student experience and how the method is implemented, which will be further explored using a questionnaire designed for this purpose, as detailed in the following section on Materials and Methods.

2. Materials and methods

This study employed a mixed-methods approach to explore the integration of student-generated video podcasts in language learning, specifically within English for engineering course at a technical university. The research design was guided by the following objectives: (1) to explore the existing research on student-generated video podcasts in language learning; (2) to trace its integration in university language training; (3) to identify research issues for the study's questionnaire; (4) to record student preferences; and (5) to estimate its contribution to skill development.

The study drew upon two primary sources of data. Firstly, a comprehensive literature review was conducted, analyzing scientific journal articles on video podcasts as a foreign language teaching method. This review served to synthesize existing knowledge and identify research gaps that informed the development of the study's questionnaire. Secondly, empirical data was collected through a case study focused on the implementation of student-generated video podcasts in the English for engineering course.

The case study involved a cohort of 40 second and third-year students at Togliatti State University, with English proficiency levels ranging from A2 to B2. These students were divided into groups of four and participated in the study over a six-month period. The students generated video podcasts on various engineering topics, including metal works, car construction, computer architecture, and software utility. These topics were chosen to align with their academic interests and professional development needs. Over a semester, students went through the video podcast creation phases participating in the following activities (Table 1).

Table 1. Student-generated video podcast creation phases and the tasks

Phases	Tasks
Instruction	Participants were instructed in video podcasting essentials, encompassing scriptwriting, video podcasting using smartphones, and basic editing with free software.
Theme Selection	Groups selected topics related to their engineering disciplines.

Phases	Tasks
Research and Scripting	Students conducted research on the chosen topic using English video resources and collaboratively wrote scripts for their video podcasts.
Recording and Editing	Groups recorded and edited their video podcasts, focusing on clear pronunciation and engaging delivery.
Peer Feedback and Revision	Video podcasts were shared within the group for peer feedback, focusing on content, language use, and technical aspects.
Final Presentation and Reflection	Finalized video podcasts were presented in class, followed by a reflection session on the learning experience.

In order to explore the impact of the method further, a questionnaire was developed for this study, to collect data on students' preferences and their evaluation of skill development, and this data was then used to analyse the impact of student-generated video podcasts in English for future engineers.

3. Discussion and Results

The presented section is devoted to the results presentation of the case study with student-generated video podcasts involvment in to the language teaching to future engineers. In order to ensure the validity and reliability of the findings, the triangulation method was applied, which involves the integration of quantitative and qualitative data, which allowed for a more complete and comprehensive understanding of the research subject. This combination allowed the author to avoid one-sided interpretation of the results and to draw more grounded, contextualised conclusions, taking into account both general trends and individual characteristics of the phenomenon under study. Data were collected through a questionnaire, which included both Likert-scale questions and open-ended questions to gather both quantitative and qualitative data on student perceptions and experiences. The results are presented in two sections: Quantitative Data Analysis and Qualitative Data Analysis.

The quantitative component of the questionnaire (questions 1-9) used a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to assess student perceptions across several key areas. Table 2 presents the questionnaire items, grouped by the following sections: (1) Impact on Language Skills, (2) Impact on Learning Experience, and (3) Overall Satisfaction and Feedback. Analysis of the average scores for each item revealed several notable trends.

Table 2. The sets of the questions according to the sections

Q #	Aspect	Score
	Section 1: Impact on Language Skills	
1	Creating and presenting video podcasts improved my speaking skills in English.	
2	Searching and studying my future job related video podcasts and peer-generated video podcasts enhanced my listening comprehension of technical English.	
3	This project helped me expand my engineering-specific vocabulary in English.	
4	I feel more confident using technical English terminology after this project.	
	Section 2: Impact on Learning Experience	
5	The video podcast project made learning English more engaging and enjoyable.	
6	Working collaboratively on the video podcasts helped me learn from my peers.	
7	I found the process of researching and presenting engineering topics in English beneficial and provide dipper topic understanding.	

Q #	Aspect	Score
8	I feel more confident using English to discuss engineering concepts of studied scientific field after this project.	
	Section 3: Overall Satisfaction and Feedback	
9	Overall, I am satisfied with the video podcast project as part of this course.	

Qualitative Data Analysis. After thematic analysis of the open-ended responses (questions 10-12) and common themes or categories were identified. Each theme was assigned with a code, the frequency of each code was counted. This helped quantify qualitative data of the research.

Open-ended questions deepened the feedback.

Q10: What did you find most beneficial about the video podcast project?

Q11: What challenges did you face during the project, and how were they addressed?

Q12: Do you have any other suggestions for improving the use of video podcasts in this course?

The results of the quantitative analysis of answers to questions Q1-Q9 of the questionnaire made it possible to assess students' perception of the given below.

Improved Listening Comprehension and Speaking Skills (Q1-Q2): 55 % of students find that video podcasts creation and presentation enhanced their speaking skills in the Professional English; 76 % of students state searching and studying future job related video podcasts beneficial; watching and analyzing peer-generated vide podcasts enhanced their ability to understand technical English.

Enhanced Vocabulary (Q3-Q4): for 67 % of students the process of researching, scripting, and presenting led to a noticeable improvement in their engineering-specific vocabulary and terminology.

Increased Motivation and Engagement (Q5): 53 % of students were highly engaged throughout the project, demonstrating creativity and enthusiasm in their video podcast generation.

Team work (Q6): working collaboratively on the video podcasts helped 61 % of students learn from their peers.

Deeper Content Understanding (Q7): 55 % of students found that explaining complex engineering concepts in a different medium deepened their understanding of the subject matter.

Increased Speaking Confidence (Q8): 70 % of students pointed greater confidence in speaking English, particularly when presenting technical topics.

Overall, 78 % of students were satisfied with the video podcast project as part of the curriculum course.

In the course of Qualitative Data Analysis the illustrative quotes that represent the main themes and provide rich insights were:

Beneficial Issues of Professional Video podcasts (Q10):

"I like the new way of English learning where we are free to create what we want in English".

"I know the terms and deadlines to be on time in my professional project".

"We managed not only to create the professional video, but also take part in some university and all-around-Russia language contest. This gave us chance to compete for the high scholarship in our university".

Video podcast Challenges (Q11):

The following possible obstacles are important to consider when undertaking video podcast projects:

– Time constraints: 10 % of students are dissatisfied with how other team members manage time and they are not careful considering deadlines);

– Workload management: 14 % of students feel that there are team members who are less engaged in the project and less productive;

– Technical challenges: 20 % of students do not have the media and digital skills required for video podcasting;

– Privacy issues: 20 % of students consider that when using technology, safety should be taken into account.

Refining student-generated video podcasts implementation (Q12):

"Student-generated video podcasts can serve as a final task for some courses where the video projects can be integrated".

"Students need profound instructions which are essential for successful integration into language curricula for future engineers".

Thus, these are the findings after quantitative and qualitative analysis which provide a complete grasp of students' experiences with student-generated video podcasts.

This section is a comprehensive analysis of the research findings that interprets them in the light of commonly accepted theoretical concepts and existing literature. Applying both quantitative and qualitative approaches, the paper examined students' level of satisfaction with the use of self-generated video podcasts in the educational process and their perception of the impact of this tool on language acquisition. The final quantitative data indicated a positive perception of student-generated video podcasts as a means of increasing engagement and improving language skills. Moreover, a significant number of students reported progress in vocabulary development (67 %), improved speaking (55 %), and listening comprehension (76 %), increased confidence in using technical English (70 %). In addition, the majority of students found the activity engaging (53 %) and useful for collaborative learning (61 %). The majority (78 %) expressed overall satisfaction with the video podcast assignment in the course. In addition to these quantitative results, the qualitative analysis revealed that students appreciated the innovative and creative aspects of creating video podcasts. They also noted the usefulness of the project in developing professional skills. However, the qualitative data highlighted key issues: lack of media and digital literacy among some students, concerns about privacy, and uneven group dynamics that need to be addressed when implementing video podcasts.

These results suggest that when effectively implemented, student-generated video podcasts can be a valuable tool for enhancing English language learning for engineering students.The high levels of reported engagement, confidence, and skill development point to the effectiveness of this method in creating a meaningful learning experience, as the project combines creative tasks with professional language skills. Moreover, the positive results align with the core principles of constructivism, where students actively participate in their own learning by researching, creating, and presenting information. The audio-visual format of video podcasts, as demonstrated in the results, also supports multimedia learning theory, where the combination of visuals and audio can enhance comprehension and retention. Additionally, the collaborative aspect of the video podcasts highlights the applicability of socio-cultural theory, in which collaborative work promotes knowledge construction through peer interaction.

A thorough review of previous studies in video podcasting for foreign language teaching allowed for the identification of several benefits of this pedagogical approach. Firstly, student autonomy, a crucial element in language learning, is significantly enhanced by the opportunity to choose authentic and relevant topics. This finding supports Zhu and Hamadi who highlighted that providing students with agency in selecting topics significantly increases their motivation and involvement (Hamadi et al., 2023; Zhu et al., 2024). This emphasis on ownership and initiative in student-created content, therefore, promotes optimal learning experiences. The present study also reaffirms that giving learners autonomy helps them develop their metacognitive skills, higher-order thinking, and personalized learning, which is consistent with findings by Farrokhnia (Farrokhnia et al., 2020). In particular, student agency allows learners to become active agents in their learning process which in turn, encourages them to be more invested in the learning process, and this is an area that needs to be further developed in language classrooms.

Secondly, the study also found that collaborative learning, enabled through video podcast creation, fosters peer learning, teamwork, and communication skills, in line with findings by Mendieta-Aragón (Mendieta-Aragón et al., 2023). Indeed, the benefits of peer learning are well-documented in the literature, as working in groups provides learners with the opportunity to practice their language skills in a supportive and authentic environment. However, as also noted by Campbell and the colleagues, the impact of student-generated video content in collaborative flipped classrooms was found to vary, underscoring that further investigation of group dynamics and collaborative pedagogies in the context of language learning is required (Campbell et al., 2020; Wong et al., 2022).

Thirdly, multimodal learning, provided through student-generated video podcasts, allows for the combination of audio, visual, and textual elements, catering to diverse learning styles and acknowledging the nature of the content being consumed, as supported by Essa and Hmedna (Essa et al., 2023; Hmedna et al., 2020). Such variety and flexibility leads to a more personalized and engaging learning experience. These findings reiterate the importance of providing a flexible range

of modalities that allow students to engage with learning content that is compatible with their individual learning preferences.

Furthermore, the importance of technology integration was explored in the study, as using readily available media technologies made the project accessible and engaging for digital natives (Blau et al., 2020), which is crucial in a modern learning environment. The study, as some other researches (Ferrer et al., 2022), found that using technology with which the learners are already familiar creates an engaging environment and allows them to focus on the learning content. The findings of this study, therefore, encourage the incorporation of readily available technologies to promote a positive learning environment. Moreover, this study highlights the positive impact of educational content developed by students themselves using mobile devices and applications. The results obtained convincingly demonstrate that this approach not only actively contributes to the formation of individualized and more effective learning strategies that take into account the personal characteristics and preferences of each student, but also, most importantly, leads to a significant increase in overall academic performance, as well as a significant intensification of internal motivation to study English. The ability to actively create content makes the learning process more engaging and personalized, which ultimately has a positive effect on the results (Song et al., 2023).

The implications of the study for future research and pedagogical practices address challenges and risks of video podcast in language training. While the benefits of using video podcasts are evident, the listed above papers though match the highlighted in the article query, but they do not fully address this specific question. Though the benefits are substantial, challenges such as technical difficulties and the need for adequate training in media and digital content creation can hinder effective implementation (Fischer et al., 2022). The aforementioned publications do not concentrate on student-generated video podcast exercises to enhance the language proficiency of engineering students. Thus, the key strategies to overcome the identified difficulties are to provide methodological and technical support, to implement project-oriented learning using video podcasts, and to take into account and analyze the problems arising from students. The proposed strategies allow to effectively manage potential risks and difficulties associated with the use of video podcasts in the educational process.

4. Conclusion

The review of the literature, implementation practices, and analyses of student preferences and assessment of the impact on skills development allowed us to show the potential of student-generated video podcasts and depict it as a valuable tool for enhancing foreign language learning in technical fields. Student-generated video podcasts provide a unique opportunity to practically implement key principles of active learning, such as stimulating meaningful and interactive interaction between students, developing important skills of co-operation and teamwork, as well as seamlessly integrating modern digital technologies directly into the learning process. This pedagogical approach, which fully complies with the principles of multimodal learning, when different channels of information perception are used, forms not only an attractive but also an extremely effective environment for improving language skills, thus actively preparing future specialists for successful and confident communication in their future professional activities. The special emphasis placed on authentic learning experiences based on real-life situations and tasks contributes not only to the active development of the necessary language competences, but also to a significant deepening of knowledge in a specific subject area, as well as to the formation of highly demanded in the modern world skills of effective work with various media and digital resources, which is especially important for future engineers who will have to work in a dynamically developing and increasingly globalised professional environment. The results of the study are highly illustrative to encourage language trainers to explore and implement video podcasting in their classrooms.

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