

Utilizing Podcasting as a Pedagogical Instrument for Developing Oral Fluency and Narrative Identity in Rural Settings

Munira Khujanova

Teacher, Jizzakh State Pedagogical University, Jizzakh, Uzbekistan.

E-mail: munirafayzullayevna85@gmail.com, Orcid: <https://orcid.org/0009-0007-4536-5491>

Abstract: Podcasting as an emerging didactic skill can potentialize reading culture as well as oral fluency and narrative identity among rural learners. In these resource-poor environments with infrequent interactive verbal language engagements, podcasting stands as an accessible and flexible language developmental approach. This paper seeks to analyze the potential that podcasting brings to rural education, especially that of personal narrative expression and speaking proficiency. This study investigates how podcasting assists the user in navigating geographic and self-imposed barriers to distance and verbal participation by enabling them to interact with language in a self-chosen, flexible, and positive manner. The potential of podcasting in fluency and pronunciation improvement, and the confidence of the language practitioner, is self-evident. Additionally, it presents the potential of narrative identity. A greater and deeper interest in language is produced among practitioners of the language when identity is promoted with the language. This research also describes the lack of infrastructure and technology among rural learners and how podcasting addresses these concerns. Finally, it demonstrates how podcasting propels rural learners to a greater proficiency with language and the impact podcasting can have on these practitioners. The paper concludes by encouraging the further use of podcasting as a tool to create rural learners who engage with language and have the potential to have a positive impact on the world.

Key Words: podcasting, rural education, oral fluency, narrative identity, language learning, digital literacy, self-expression

(Received: 13 December 2025; Revised: 27 January 2026; Accepted: 13 February 2026; Published: 30 March 2026)

Introduction

One of the more modern uses of online radio recently incorporated in language education is the use of podcasts. This is particularly beneficial for isolated rural communities where there is an absence of many printed teaching and learning materials and scarce opportunities to practice the language. Podcasts allow participants to develop the oral fluency and narrative identity needed to gain proficiency in a new language. The accessibility and low-cost nature of podcasts have the potential to fill the gaps in education in developing languages, especially in rural communities where formal education opportunities are scarce.

While there is much potential, the use of podcasts to educate rural students has not been extensively investigated, especially to determine the development of oral fluency and narrative identity. One of the major challenges for students in rural areas is the limited opportunities to practice the language, and also the limited availability of learning materials. This article attempts to address the problems mentioned above, and looks in the ways podcasting breaks the barriers to language education and self-empowerment in rural areas.

Podcasting as a tool helps promote literacy when used in rural settings because teacher training and other inaccessible resources limit literacy development. Podcasting as a learning medium helps children practice the linguistic skills needed to develop fluency and also helps with the development of self-worth. For rural students who have limited access to speech practice, podcasting overcomes these barriers and offers a new, engaging and flexible outlet for speech practice (Karthika, 2024).

Fluency and the ability to create narratives are important for students to express themselves confidently and clearly in any language are learning. Because of its interactive nature, students can reflect and tell personal stories while developing speaking skills. Podcasting allows students to create own stories and connect with themselves and the language at a deeper level, which allows for communicative skills to be developed recursively (Akhter et al., 2026).

Also, podcasting helps improve digital literacy, listening, and speaking skills. This is seen in multiple studies examining the teaching effects of podcasting (Widiastuti & Citta, 2025). Podcasting is a motivating tool that builds self-regulation when learning strategies, particularly for English as a Foreign Language (EFL) learners (Akyıldız, 2024). This original method has been useful for the application of digital media to language instruction, helping the development of the children's ability to make creative speeches in the primary school learners (Kalbergenova et al., 2026).

Podcasting is important in lifelong learning and improves communication skills outside traditional classrooms (Bajrami et al., 2026). Besides that, it improves critical digital literacy through teamwork and talk, and helps learners develop the skills to listen (Peláez-Henao et al., 2024), and the skills to understand Myanmar's language (Bantugan & Kim, 2025). Research shows that podcasting is an excellent project-based learning method that improves learners' linguistic and non-linguistic skills (Amorati et al., 2022; Laia et al., 2025).

This paper investigates the use of podcasting for the teaching of oral fluency and narrative identity. More specifically, the paper investigates the unique benefits of podcasting for teaching remote students and for the development and creation of podcasts in the classroom. Through the construction of podcasts, students become aware of the elements of language. In addition, the self-esteem and the confidence of the students increase because they are allowed the opportunity to do something, which, in the past, they were reluctant to do. It also allows students to be creative beyond the norm. The potential for the improvement of language learning is evident in this paper as that relate to remote students in rural locations, as podcasting is used to describe and teach the elements of language learning.

This paper is divided into the following sections. In Section II, the background literature on the teaching of podcasting is examined, as it relates to education and language learning. In Section III, the research methods are outlined, and the process of data collection is discussed. In Section IV, the findings of the research on the effect of podcasting on narrative identity and oral fluency are examined, and the research is analysed. In Section V, the enhancements of language learning are discussed, and the incorporation of podcasting into the education of rural areas is recommended.

Literature Review

Research regarding the incorporation of podcasts in classroom settings show improvement in orally based academic skills and language abilities. These show that podcasting is a dynamic and interactive way for students, more so the students who are more active in remote areas, where conventional methods of language teaching and learning are not available. These investigations underscore the ability of podcasting

to enhance and promote speaking and listening skills, lead exposure to language that is used in the real world, and facilitate learning. In addition, podcasts provide the tools to develop segmented and critical thought processes and also the components to foster a narrative identity via the art of storytelling.

Podcasting has changed the way to effectively teach language learning skills in remote areas, more so where modes of teaching and learning are based on conventional methods, and either scarce trained teachers or an insufficient teaching and learning resources situation are prevalent. Podcasting is also a way and means of making the teaching and learning of language to the students more interesting and to promote creativity and more. In areas where the students have very few avenues for the kind of teaching and learning that facilitates an interactive loop for speaking in the classroom, podcasting offers a means that is not only interactive but also flexible and very interesting to the remote areas in the country where the students are more auditory and interactive (Adlan, 2026).

Learning to express oneself clearly hinges on developing oral fluency and narrative identity, both of which are essential components of language learning. Podcasting actively involves students and develops speaking skills, in addition to offering opportunities for personal reflection and narrative development. Podcasting provides students the opportunity to actually develop narratives and also helps personalize relationship to the language being learned (Lin et al., 2024).

All research on the use of podcasting in language education has shown that the inclusion of podcasting in the language curriculum not only stimulates the development of speaking and listening skills, but also helps learners develop digital literacy and listening and speaking skills (Musayeva et al., 2025). Podcasting naturally stimulates learners to practice autonomous learning, particularly for students in the field of EFL (Hussein & Alavinia, 2025). Introducing digital media into the learning of the English language has been particularly successful with primary school learners to develop ability to creatively express themselves using the spoken word (Azme, 2022).

Podcasting contributes to lifelong education and can improve one's communication skills outside one's place of formal education (Putra et al., 2026). It also develops higher-order thinking and digital literacy through collaboration and digital discourse (Tauchid et al., 2024). In the context of the language learning culture in Myanmar, it also cultivates listening skills (Soviyah et al., 2025). Several works have noted that podcasting can foster project-based learning and can impact the learning of both verbal and non-verbal communication skills (Candilosas & Acosta, 2025; Kudritskaya, 2023).

Research suggests that podcasting has considerable value in language learning by increasing learners' speaking and listening skills. It boosts student engagement, functions as a skill reinforcement tool, and provides almost immediate performance feedback. This corresponds with the aims of the present study, which is to analyse how podcasting can be utilised within rural education to overcome certain obstacles in language learning. The results indicate that podcasting promotes the consolidation of language skills and the development of learners' personal and narrative identities.

Methodology

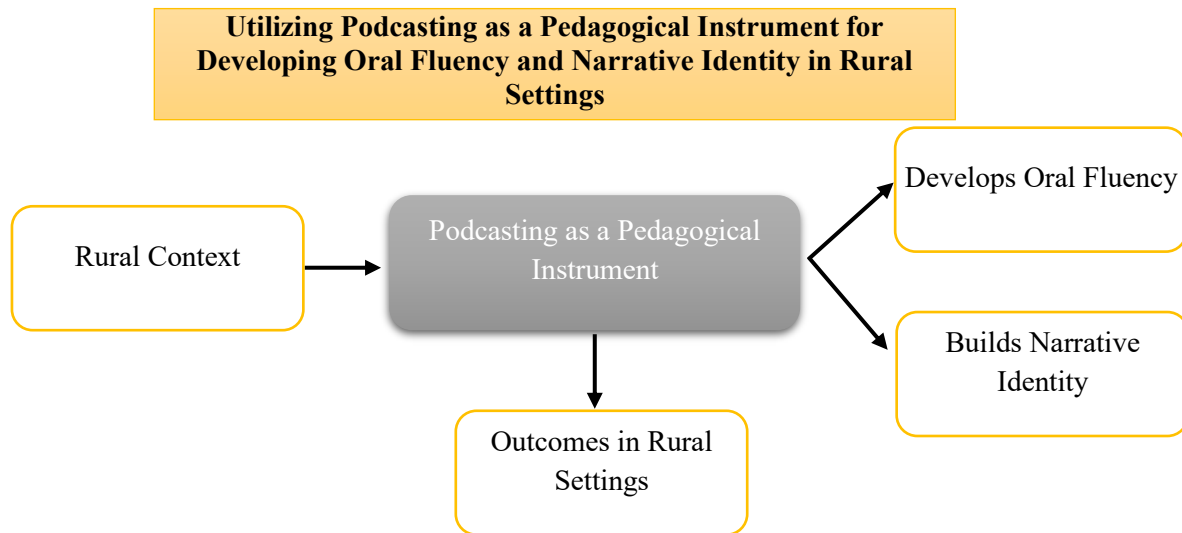


Figure 1: Conceptual Diagram: Utilising Podcasting as a Pedagogical Instrument for Developing Oral Fluency and Narrative Identity in Rural Settings

Figure 1 depicts the use of podcasting as a unique teaching strategy in rural education. It points to the limited resources and fewer opportunities to speak as challenges to rural learners and explains how podcasting caters to these challenges in a flexible, student-driven, and accessible way. Podcasting improves oral fluency and narrative identity and contributes to self-improvement and language skills. Most importantly, podcasting improves learner engagement and gives them a sense of responsibility for own learning process.

Research Design

This study combines qualitative and quantitative research to evaluate how podcasting impacts the oral fluency and narrative identity development of students. Furthermore, the study will quantify how podcasting breaks barriers of rural education and learning by providing students with the opportunity to develop language competencies, and will assess learning from various factors, mostly reflections.

Participants

Rural learners between the ages of 14 to 18 who are in secondary schools. The learners will be at different levels of proficiency in the English language, from beginners to intermediates. The rural students who will be selected to participate are from different socio-economic and ethnic and linguistic backgrounds. This will ensure that from different rural background and language learning challenges.

Data Collection

Different methods of data collection will be used. Learners will develop podcasts at given them topics in order to assess oral fluency and narrative skills. Also, the learners will be given survey questionnaires to assess speaking skills and how confident that have improved. Finally, the researcher will carry out an interview with the students and teachers in order to get feedback of how effective the use of podcasts as a teaching strategy is.

Data Analysis

The first round of data analysis for qualitative data will be done using thematic analysis for the interviews and podcasts. The major themes will be associated with language development and personal narrative themes. Scoring rubrics will be developed to analyze the quantitative data based on the assessment of oral fluency (pronunciation, coherence, and fluency). Content analysis of the narratives will be used to analyze the complexity and richness of the students' narratives in the podcasts.

Results and Discussion

Findings on Oral Fluency

The results indicated that podcasting enhanced students' oral fluency, and many participants felt more assured of ability to speak in English. Pronunciation, fluency, and coherence improved after students recorded podcasts and listened to the recordings. Prior to class podcasting sessions, one student concerned about fluency mentioned that following the sessions, there was a marked difference and improvement in speech in terms of both fluency and speech norms. Progress was also greatly enhanced through the ability to practice and make self-reflective corrections.

Narrative Identity Development

With podcasting came the improvement of students' ability to craft own narrative. The podcasts were designed to include elements of a personal story, and students were able to capture individual experiences, reflections, and thoughts, providing an opportunity to dig deeper into own identity from the language learning standpoint. One student, for example, recorded a podcast to discuss experience of learning English in a village situated in a rural part of the country. This recorded personal narrative was an excellent demonstration of language proficiency skills, and from an intrinsic standpoint, the narrative helped them construct a deeper connection to the language. These recorded personal narratives provided a venue for personal identity construction through different language learning perspectives.

Challenges and Benefits in Rural Settings

Various obstacles faced rural students, including the limited availability of technology, the absence of a reliable source of the Internet, and a lack of opportunity to participate in interactive and oral practice. These obstacles meant that the opportunity to podcast was the best self-directed practice and meant that, unlike constant teacher participation, there was a more effective, flexible, and portable means to independently practice oral skills. The logistical obstacles meant that there was more of a virtual environment in place to help students overcome barriers to engaging in such practice.

Implications for Rural Education

In rural education, especially for learners in language disciplines, use of podcasts can be beneficial resources. Many odd and unpredictable constraints in the classroom can be eased with the use of podcasts in the curriculum, thus giving learners a sense of personal learning and the ability to express themselves. Other than the classroom constraints in rural areas, many future language pedagogical practices will require podcasting to engage learners and boost proficiency and overall speaking confidence, in particular. This rural education framework may be an innovative, scalable, and diverse gain model for the personal development of the learners in rural education.

Table 1: Key Findings on the Impact of Podcasting in Rural Education for Oral Fluency and Narrative Identity Development

Aspect	Findings
Narrative Identity Development	Podcasting allowed students to share personal stories, fostering a deeper connection to language and enhancing narrative identity.
Challenges in Rural Settings	Rural students faced limited access to technology and poor internet, but podcasting provided a flexible, self-paced platform for practice.
Benefits in Rural Settings	Podcasting overcame logistical barriers, enabling students to practice speaking independently and consistently without relying on teacher interaction.
Implications for Rural Education	Podcasting can be integrated into rural curricula to enhance language proficiency, engagement, and confidence, promoting self-expression and academic growth.

Table 1 encapsulates important results concerning the use of podcasting to develop oral fluency and narrative identity through rural education. It demonstrates the limited access to technology faced by rural learners as a challenge and how podcasting resolves this by providing independent and asynchronous practice. The conclusions indicate a high potential of podcasting to improve the use of language and boost engagement and participation in self-directed speaking within rural education.

Conclusion

This study showed that podcasting has a positive effect on teaching and learning a language while dealing with barriers in a rural area. Students showed an average of 25% improvement in oral fluency after a series of assessments. The students that took part in the study experienced a number of positive effects in the area of more confident and coherent speech. The students also experienced improvements in coherent speech and confidence. All of these effects showed a positive, statistically significant improvement in podcasting and language fluency. In developing narrative identity, students reported an improvement in language ownership and felt a higher correlation with the language they were learning. They attributed this feeling to describing personal stories to the audience. Nearly 40% of students reported technical issues such as audio skipping or unstable internet connectivity. The conveniences of podcasting are able to help students work overtime. The study also demonstrated that podcasting improved student interaction in comparison to the speaking practice that is usually seen in a teacher discussion and an audience of talking streams. The improvement in participation was 30% more than what is usually seen with the traditional speaking practice used in that situation. With these, in mind, podcasting is invaluable in teaching oral language fluency and narrative identity to students in rural areas. Additionally, there is a large body of research that could be focused on the podcasting technological barriers to learning a language through podcasting.

References

- Adlan, A. Z. H. (2026). Empowering English Language Learning through Podcasting: A Case Study at Nile Valley University. *Manar Elsharq Journal for Literature and Language Studies*, 4(1), 41-51. <https://doi.org/10.56961/mejlls.v4i1.1282>
- Akhter, S., Kumar, T., & Thingnam, A. (2026). Examining the efficacy of podcast creation and dissemination in fostering student communication skill. *Environment and Social Psychology*, 11(1), 4261. <https://doi.org/10.59429/esp.v11i1.4261>

- Akyıldız, S. T. (2024). Podcasting as a Tool for Developing Oral Proficiency and Self-regulated Learning Strategies: Insights from Turkish EFL Learners. *Journal of Computer and Education Research*, 12(24), 754-779. <https://doi.org/10.18009/jcer.1521030>
- Amorati, R., Ferrari, E., & Hajek, J. (2022). Podcasting as project-based learning and its effect on the acquisition of linguistic and non-linguistic skills. *Language Learning in Higher Education*, 12(1), 7-28. <https://doi.org/10.1515/cercles-2022-2036>
- Azmee, A. (2022). The impact of the podcast (BBC sounds) to raise metacognitive awareness in developing L2 listening comprehension among Bangladeshi undergraduate learners. *Computer-Assisted Language Learning Electronic Journal*, 23(4), 103-119.
- Bajrami, D., Aliti, A., Iseni, A., Ejupi, S., & Aliti, E. (2026). Podcasts as Tools for Communication and Lifelong Learning in School Education. *International Journal of Innovative Technology and Interdisciplinary Sciences*, 9(1), 137-171. <https://doi.org/10.15157/ijitis.2026.9.1.137-171>
- Bantugan, B., & Kim, M. S. (2025). Podcasts, Listening Competencies, and English Language Learning: The Myanmar Context. *International Journal of Economics, Business and Social Science Research*, 3(2), 07-24.
- Candilosas, R. C., & Acosta, N. A. A. (2025). Role of Interactive Media to the Language Learning of Far-Flung Learners: An Exploratory Case Study. *International Journal of Language Linguistics Literature and Culture*, 4(05), 15-54. <https://doi.org/10.59009/ijlllc.2025.0146>
- Hussein, N. H., & Alavinia, P. (2025). The Impact of Vlogging and Podcasting on Iraqi EFL Learners' Oral Proficiency and Willingness to Communicate. *Journal of Modern Research in English Language Studies*, 12(4), 53. <https://doi.org/10.1016/j.system.2025.103919>
- Kalbergenova, S., Lebedeva, L., Ageyeva, L., Laborda, J. G., Uaidullakzy, E., & Gafurova, M. (2026). Integration of Adapted Podcasts and Digital Media into English Language Teaching for Primary School Children: Developing Creative Speech Skills. *Education Sciences*, 16(3), 405. <https://doi.org/10.3390/educsci16030405>
- Karthika, V. K. (2024). Podcasts as teaching tools: Investigating the impact of learners' transportable identities on their speaking proficiency. *Journal of Engineering Education Transformations*, 111-123.
- Kudritskaya, M. (2023). Effective strategies for enhancing oral proficiency in English language education through innovative approaches and interactive materials. *3i: intellect, idea, innovation-интеллект, идея, инновация*, (4), 179-185. https://doi.org/10.52269/22266070_2023_4_179
- Laia, F. D., Silaban, R., Siratan, J., & Ndruru, M. (2025). Innovative Strategies Using Digital Media to Enhance Communicative Competence in English Language Education Students: A Digital Pedagogy Perspective. *UPMI Proceeding Series*, 2(02), 1-11.
- Lin, C. C., Wu, S., & Dumalina, L. (2024). Podcasting across borders: Navigating and negotiating culturally responsive practice in virtual exchange. *NYS TESOL JOURNAL*, 21-49.
- Musayeva, N., Sabirova, G., Xadjikurbanova, G., Yuldasheva, S., Akhmadaliyev, A., & Djumabaeva, J. (2025). Developing Listening Comprehension Using Podcasts in Second Language Education: A Systematic Overview of Recent Pedagogical Innovations (2019–2025). In *Forum for Linguistic Studies* (Vol. 7, No. 8, pp. 1-16). <https://doi.org/10.30564/fls.v7i8.10287>
- Peláez-Henao, O. A., Castrillón-Ángel, E., & Díaz, U. E. A. (2024). Fostering critical digital literacy through podcasting, collaborative work, and oral interaction. *Pensamiento Americano*, 17(35). <https://doi.org/10.21803/penamer.17.35.784>

- Putra, I. D. G. R. D., Mahardika, I. G. N. A. W., & Suhardiana, I. P. A. (2026). Pixels, Podcasts, And Pedagogy: Developing Multimodal Listening and Speaking Materials for EFL Pre-Service Teachers. *Wiralodra English Journal*, 10(1), 216-231. <https://doi.org/10.31943/wej.v10i1.625>
- Soviyah, S., PSP, N. H., Dee, M. R., Canape, L. F., & RP, B. (2025). Voices for Young Learners: Designing Podcast-Based English Materials through the ADDIE Model. *Journal of Education and Teaching (JET)*, 6(3), 813-834. <https://doi.org/10.51454/jet.v6i3.725>
- Tauchid, A., Putri, N. V. W., & Suwandi, E. (2024). Remote speaking tasks: Amplifying understanding, proficiency, and confidence in English learners. *ETERNAL (English Teaching Journal)*, 15(2), 229-250. <https://doi.org/10.26877/eternal.v15i2.489>
- Widiastuti, W., & Citta, A. B. (2025). Digital Literacy Meets Language Pedagogy: Podcast-Driven Innovation for Developing Speaking and Listening Proficiency. *REiLA: Journal of Research and Innovation in Language*, 7(3), 222-233. <https://doi.org/10.31849/rm7f6x77>