

## **Pod-Blogging in the EFL Classroom: an Innovative Autonomous Learning Experience at the University**

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### **Abstract**

Learning a FL is a demanding activity that requires practice and recycling through a prolonged period. In fact, one can never finish learning a FL as it is a process that extends all through the life. Learning a FL is not just learning the language and how to use it, but also acquiring strategies to progress in the language autonomously (Holec, 1981; Little, 1991). Within university contexts, this necessity increases. Due to the long-life learning character of this process, promoting autonomy is a key element in any FL syllabus at university settings. This paper focuses on the integrated use of podcasting and blogging as tools for developing students' EFL communicative skills, as well as for fostering learners' autonomy. We first discuss the main literature on the use of podcasting and blogging in the EFL classroom. Then, we describe a pod-blogging experience carried out at the University of Granada (Spain) with 27 students enrolled in Primary Education teacher training programmes. We consider the pros and cons of introducing podcasting and blogging in the EFL classroom. Finally, we draw to some relevant conclusions.