

**N. V. Barashko**

*г. Минск, Беларусь*

## THE USAGE OF PODCAST-TECHNOLOGIES AT ENGLISH LESSONS

A teacher is a person who studies for the whole of his/her life. That's why the most important criteria of a teacher's work becomes his/her self-education, the aim of which is using new different forms and methods of teaching and information technologies. In the time of the rapid development of scientific and technological progress, when the possession of the necessary information becomes an important tool in any sphere of human activity, the most important task is to teach the younger generation to live in the informational world. New information technologies are able to become a means by which the student's consciousness acquires a new character. The ability to model a situation using a computer leads to the development of a systematic way of thinking in which cultural and moral values dominate in the creation and realization of new technologies [1, c. 31].

Nowadays the priority in the teaching of foreign languages is given to communication skills, authenticity of communication, learning the language in the cultural context, autonomy and interactivity of teaching. Using internet-technologies in foreign language teaching helps not only in the formation of speaking skills but also in teaching vocabulary and grammar. Most importantly, the usage of information technologies is one of the main ways of developing the pupils' independent cognitive activity [2, c. 281].

There have appeared a lot of innovative teaching technologies, but I'd like to focus on the technology of podcasts. Podcasting is the process of creation of audiofiles or videofiles which are called podcasts and are widely spread for free on the internet. The word «podcast» unites two English words – “iPOD” and “broadcast.” We can download the necessary podcast on our computer or phone in the MP3 format. It is known that the word «podcasting» was invented by the famous American VJ, former leader of the MTV-channel Adam Carry in 2004. At that time the word was included into the *New Oxford American Dictionary* and in 2005 it became “The word of the year”. That's why Adam Carry is considered to be the “founding father” of podcasting.

Podcasting means both the production and offering of podcasts or videocasts. It is an advantageous alternative to radio broadcasting and television, because it doesn't require frequency licensing and is available at any time that is convenient for users. Today podcasts are offered by TV and radio stations (along with regular broadcasting), websites of various institutions, universities, educational centres and also podcast terminals. The didactic potential of podcasting is based on the major technical and didactical characteristics of this internet technology:

1. *Authenticity*. Podcasts can enrich English classes because they mostly contain authentic material used at the advanced level of studying English. A huge number of podcasts represent didactic material with tapescripts and accompanying texts, notes on the degree of complexity of the podcast, didactic recommendations

as well as assignments that can be used at different levels of studying English. It has been noted that when students are given the opportunity to be in an authentic situation, the process of learning a foreign language becomes especially fascinating, motivated and effective.

2. *Actuality*. The podcasting system allows users to regularly replenish their database with new audio and video materials from the Internet. By signing up to receive podcasts, we can have audio and video files on our computer every day with information about current events in various areas of life that can be used to practice a foreign language in class or outside of it.

3. *Competency in the sphere of media*. The technical conditions of using podcasts are simple; we can just upload the necessary podcast in the MP3 format to the computer or flash drive. It's a good motivation for pupils because they can implement their technical skills to explore new means of studying English (individually or in groups).

4. *Autonomy*. Being one of the basic advantages of the internet as a teaching platform, autonomy allows taking into account the pupils' needs in studying, individual tempo of studying and their level of knowledge of English. If pupils can choose the conditions of their studying themselves according to the principle of autonomy in education, internet technologies can successfully compete with traditional lessons.

5. *Multichannel perception*. The service of podcasts often offers teaching materials which are built on the combination of sounds, photo or video images and texts. It gives an opportunity to use at the same lesson multichannel teaching materials, it means that we can use different senses of perception, which expands the receptive abilities of pupils and becomes an important key to the understanding of information in the foreign language, and as a result, it stimulates the students' oral or written speech on the topic.

6. *Mobility* of the technical means (MP3) allows turning to the podcast at any time and not only in the lyceum or school, so in this case we can speak about the broadening of the teaching environment. The access to such means of communication as podcasts outside the class gives pupils a chance to use any time and opportunity to study according to personal receptive skills, which makes listening much easier.

7. *Multifunctionality*. The system of podcasting is multifunctional because it allows to develop listening, speaking and writing skills and gives additional linguistic and cultural knowledge.

8. *Productivity*. The usage of existing materials is one of the sides of working with podcasts at the lessons of English; the other side is the creation and use of the pupils' own podcasts. In terms of productivity, podcasting stimulates the pupils' active learning of a foreign language through creating and publishing their own audio or video materials and using current information technologies in real-life situations. To create their own podcasts, they need to go to a specific podcast site and follow the tips outlined there. To record podcasts, they must use network software. It will be useful if the teacher could check the podcast script to make sure that the podcast is grammatically and lexically correct. The pupils themselves or the teacher can prepare the tasks for podcasts [3, c. 281].

9. *Interactivity.* At the present stage of the development of the Internet, interactivity seems to be the main idea of the Web 2.0 concept, according to which it is important not only to listen to, read or view information on the Internet, but also to interact with other people. Integration of podcasting into the teaching of a foreign language increases opportunities for cooperation and interaction [3, c. 126–127; 4, c. 190–192].

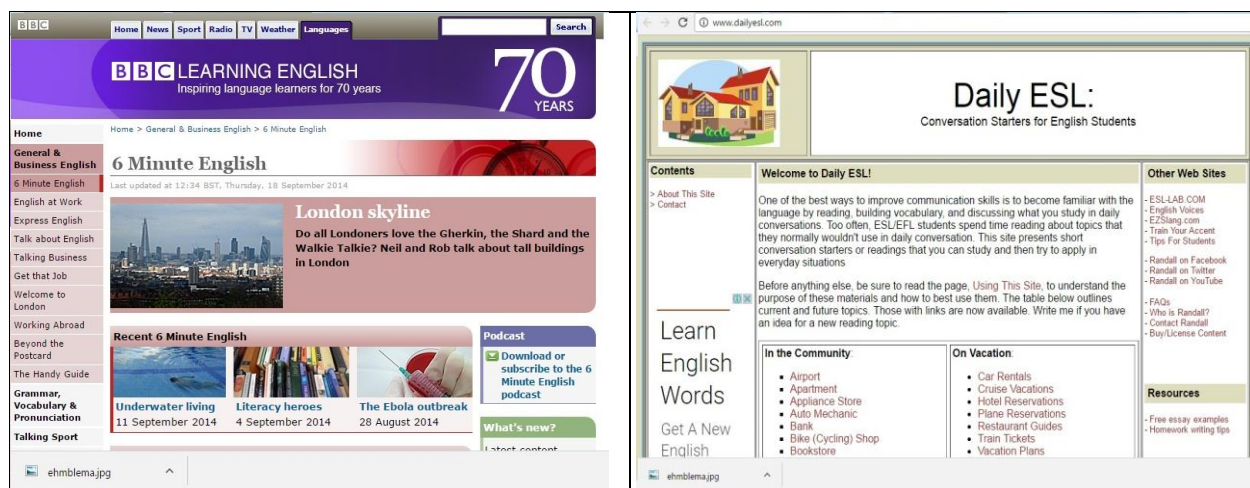
Podcasts can be used in various ways:

- 1) listening to podcasts as homework and then discussing them in class;
- 2) listening to podcasts with a preliminary lexical commentary prepared by the teacher, which makes authentic podcasts accessible to students at lower levels;
- 3) listening to podcast fragments, podcasts with a transcript (the printed text of the audio file);
- 4) using podcast fragments for dictation with subsequent exercises on word combinations, grammar rules, etc.;
- 5) listening to podcasts with a slowed-down speech rate, which facilitates the process of speech recognition in a foreign language for students with a lower level of linguistic competence;
- 6) recording students' podcasts on a given topic in the form of discussion in a group or in pairs.

We can also invite students to listen to the podcast, translate it into Russian, with the help of the teacher to make sure the translation is correct, comparing it with the original. Then the students are invited to carry out a reverse translation. Ultimately, students compare their English version with the podcast script prepared by the teacher in advance.

The only problem that can be encountered with the use of podcasts is the huge number of sites offering podcasts. How not to get confused and choose really useful materials? First of all, we need to turn to authoritative sites that guarantee the reliability of information. In addition, it is good if the site gives an opportunity to choose the appropriate level of complexity for podcasts, since most of them are aimed at listeners of a more advanced level. Thus, it is important for the teacher not to get confused in all the variety of podcasts and to approach the selection of information with care [3, c. 281].

These are examples of podcasts I use at my lessons:



To sum up, podcasts allow us to listen to or to view educational content on the computer, thus studying a foreign language goes beyond the classroom. We can subscribe to various podcasts on the internet, and in the vast majority of cases it's completely free. The podcast can contain everything that can be recorded as an audio or video file: a lecture, a lesson, a demonstration of some extracurricular activity. Students can also create their own podcasts, and that contributes to the improvement of their writing skills, as students prepare the podcast script themselves. Every modern teacher should use new opportunities for both using ready-made and posted materials on the Internet and for creating new podcasts.

## ЛИТЕРАТУРА

1. Барашко, Н. В. Использование информационно-коммуникативных технологий во внеклассной деятельности по иностранному языку / Н. В. Барашко // Актуальные вопросы обучения иностранным языкам в вузах неязыкового профиля : сборник материалов Международной научно-практической конференции, 22 ноября 2013 г., [Минск] / ред. Б. М. Хрусталева [и др.]. – Минск : БНТУ, 2014. – С. 31–35.
2. Бедулина, Г. Ф. Интерактивные методы в преподавании социально-гуманитарных дисциплин / Г. Ф. Бедулина // Женщина. Общество. Образование: материалы 13-ой междунар. науч.-практ. конф., 17 декабря 2010 г. / Минск. Женский институт Энвила. – Минск, 2011. – С. 281–283.
3. Хохлушина, Е. В. Подкастинг в обучении: дидактические свойства и функции / Е. В. Хохлушина // Вестник Московского университета. Серия 19. Лингвистика и межкультурная коммуникация. – 2010. – № 4. – С. 123–125.
4. Сысоев, П. В. Подкасты в обучении иностранному языку / П. В. Сысоев // Язык и культура. – 2014. – № 2 (26). – С. 189–201.