

# Developing English Colloquial Vocabulary Skills Through Podcasting

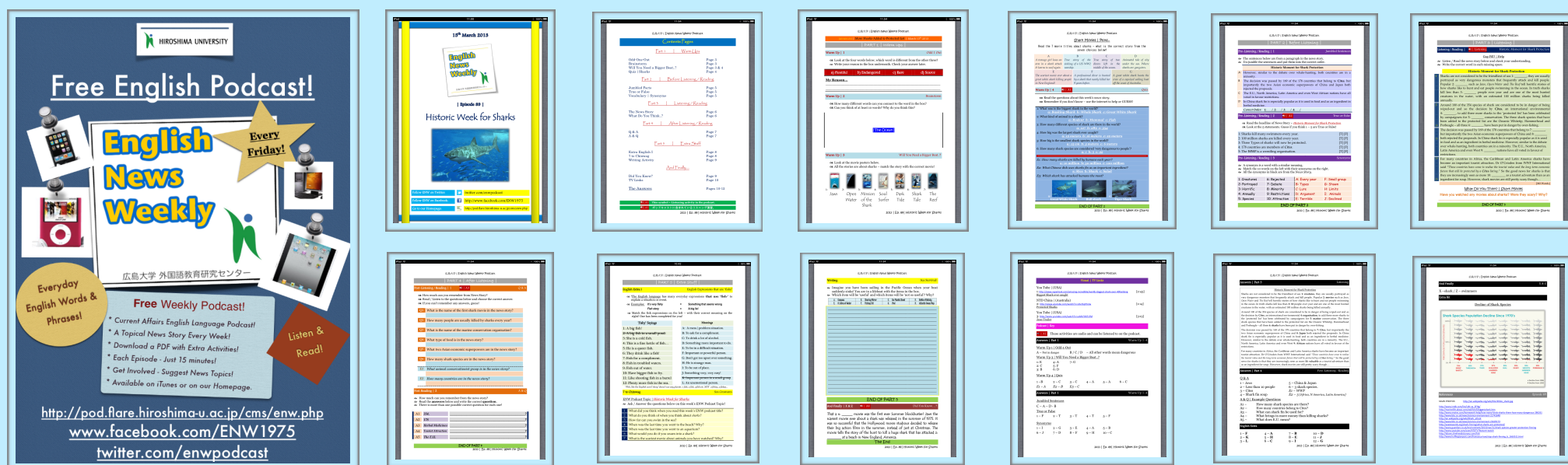
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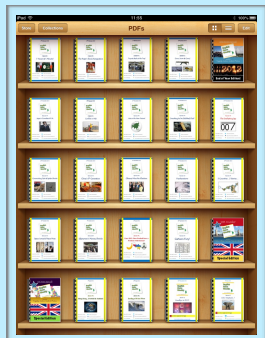
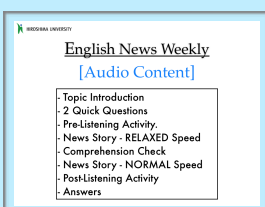


## INTRODUCING - ENGLISH NEWS WEEKLY PODCAST



### English News Weekly - Aims

- \* Improve all-round English Skills.
- \* Include 'real-life' English language.
- \* Cover a wide of international news topics.
- \* Incorporate the podcast into an asynchronous learning process.
- \* Imbed Hiroshima University's standard 6,000 English word list.
- \* Provide the language-learner with language relevancy that aids in their understanding of the contents and themes of the podcast episodes.



### Importance of Real-Life Language

- \* Language content includes English from the UK, North America, Australasia, Africa, the Caribbean & Europe.
- \* Follows applied-linguistic theory that the English vocabulary content in the podcast be as realistic as possible.
- \* A desire to highlight colloquial/realistic phrases or English slang (flicks = movies) that can emphasise national English language differences.

### Potential Problems

- \* Different operating systems of mobile-devices.
- \* Mobile-device cost / screen size / memory
- \* Internet connection / fees.
- \* Passive learning-environment.
- \* Podcasts content is too difficult / easy.
- \* Learner disengagement with podcast content / themes.
- \* Monitoring of Learners interaction with podcast activities.
- \* Mobile-devices are not seen as 'language-tools'.

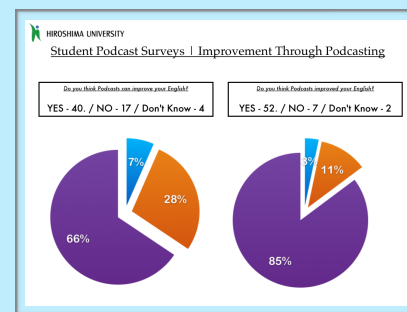
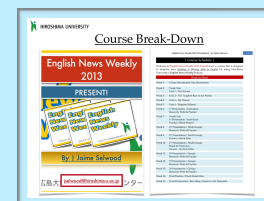
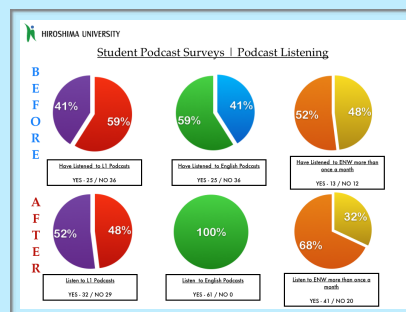
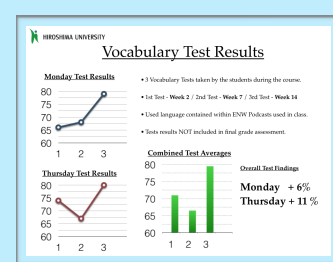
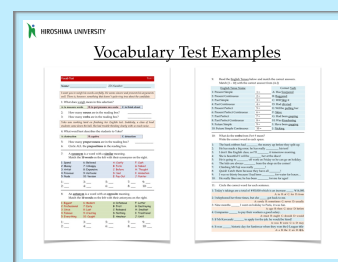
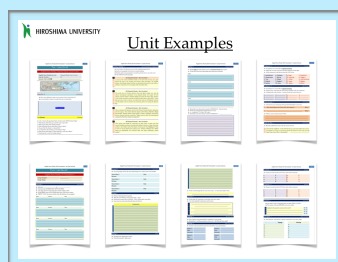
## AN INTEGRATED PODCAST COURSE

### Course: Aims

- \* To increase students 'real-life' language knowledge through podcasts - specifically Hiroshima University's ENW podcast.
- \* To encourage students to use mobile-devices to assist with the learning process inside & outside of the classroom.
- \* For students to develop their own podcasts using their own ideas, themes and activities.

### Course: Background

- \* 2 x 2nd year classes of non-English majors.
- \* Total number of students: 61 (34 male / 27 female).
- \* Mixed ability, mixed motivation.
- \* Combined Science & Education Faculty students.
- \* 1 x 90 mins / 15 classes / 1 semester course.
- \* Speaking & Writing course.



## BUT ARE PODCASTS REALLY USEFUL IN CLASS?

### Pedagogy...Podagagy!

- \* Harnessing the 'net-generation' of 'digitally-native' students with increased mass ownership of mobile-devices. (Maag, 2009. Preskey, 2001)
- \* Podcasts, especially those produced through educational institutions have the power to focus attention and assist language learners to acquire useful language content. (Bishop, Amankwata & Cates, 2008)
- \* Podcasts can be highly beneficial to secondary language acquisition when the podcast materials are thoughtfully integrated with a clear purpose and rationale for its implementation. (Copley, 2007)
- \* The effectiveness of podcasts is that they can provide authentic materials, (vocabulary, syntax & intonation) whilst at the same time providing students control as to *how, when and where* they access the materials they listen to. (Selwood, 2012)

## THE FUTURE OF PODCASTING IS SMART

### The Future is Mobile!

- \* 2013 - Smartphones overtook Feature Phones in world-wide sales figures for the first time.
- \* From April - June 2013, Smartphones sold 225 million units. Feature Phones 210 million units.
- \* 2013 represents an increase of 46.5% of Smartphones sold compared to 2012. Feature Phone sales are down 21% from 2012.

(BBC News Website, 15th August 2013)



### And Mobile's are Taking Over!

- \* 2013 - A survey of 320 1st & 2nd year students conducted at a national university in Japan found:
- \* 92% (294/320) owned a Smartphone.
- \* An increase of 35% on the 2012 survey and 61% on the 2011 survey results.
- \* 46% of students listen to podcasts through their Smartphone. (Selwood, 2013)

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