Podcasts: making speaking fun – a practical workshop

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iPod+Broadcast=Podcast

First mentioned by Ben Hammersley in a 2004 Guardian Article in which he suggested possible names for this booming new medium, the "*pod*" of podcast is borrowed from Apple's "i**Pod**" digital media player; and the "*cast*" portion of podcast is taken from Radio's "broad**cast**" term.

https://www.theguardian.com/media/2004/feb/12/broadcasting.digitalmedia

What is a Podcast?

- Internet radio on-demand
- Can be listened to on a computer, mobile phone, etc.
- Can be produced by just anyone wanting to share and communicate with the world- not exclusive to Big Name Media
- Each podcast typically has a website where show episodes can be listened to or downloaded for future listening.

https://internationalpodcastday.com/what-is-podcast/

Podcasts for Language Teaching

- Authentic Podcasts (not aimed at learners)
- Teacher podcasts (produced by teachers to help students learn)

- **Student Podcasts**
  Produced by students, but often with teacher help, your students can listen to these and experience the culture and hear about the lives and interests of other students from around the world.

https://www.teachingenglish.org.uk/article/podcasting-elt

Student Podcasts for Language Teaching

Examples:

https://estudipodblog.wordpress.com/ (Spanish learners of German) University of Valencia

Benefits of Student Podcasts

- Motivation
- Perfection through practice and rehearsal
- Collaboration through group podcasts
- Attention to accuracy
- Mixed ability teaching

Speaking Activities

- Reading aloud
- Students give their thoughts on topic assigned by teacher
- Students listen to classmates' thoughts and respond
- Oral diary; oral weekly report
- Group presentations on a completed project
- Oral book report
- Picture description
- Story telling
- Chained story telling
- Agony Aunt: giving advice
- Creating riddles
- Role play
- Debates
- Dramatic monologues
- Radio drama
- Jazz chants
- Language rap

http://hkier.fed.cuhk.edu.hk/journal/wp-content/uploads/2009/10/ej_v34n2_115-134.pdf

Technical Requirements

Recording

- PC with internet access
- Headphones
- Mobile Phone with recording facility

- Free program for audio editing: audacity
- Free program for converting into mp3: LAME Encoder

Sound Effects

for example

- www.freesound.org
- www.hoerspielbox.de
- www.salamisound.de

Phase 1 – Preparation

1. Find a topic relating to the textbook (for example celebrations in Spain, interviews, my hometown, a survey, etc.).

2. Prepare a plan.

3. Collect information, prepare interview questions and find an interview partner.

Phase 2 – Writing a Script

1. Structure the information, greet your audience and say goodbye to them.
2. Write a text.

Phase 3 – Recording

1. Get used to the technique.

2. Record single parts in a calm and quiet ambience. A good overall lengths for a first podcast is 2-3 minutes.

3. Edit your recording: cut, connect, insert music and sounds.
   Be aware of copyright restrictions!

http://www.radioskillsforpodcasters.com/so-you-want-to-use-copyright-music/

Phase 4 – Publishing of the Podcast

1. Present the Podcast in class.

2. Comment on the Podcasts of three other groups.

3. Take feedback on board and adjust your podcast.

4. Submit final version of podcast.

5. Publish on Moodle, a free web blog, i-tunes, etc. with permission of the students only!

References

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Further Reading

- Ashton-Hay, S., & Brookes, D. (2011). Here's a story: using student podcasts to raise awareness of language learning strategies. EA Journal, 26(2), 15–27.

- Crow, R. (2009). Student-generated Podcasts as a Strategy for Learning. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen & D.A. Willis (Eds.) Proceedings of Society for Information Technology & Teacher Education International Conference 2009 (pp. 629– 632). Chesapeake, VA: AACE.

- Forbes, D. (2015). Beyond lecture capture: Student-generated podcasts in teacher education. Waikato Journal of Education, Special 20th Anniversary Collection 2015, 195–205.

- Forbes, D., Khoo, E., & Johnson, E. M. (2012). "It gave me a much more personal connection": Student-generated podcasting and assessment in teacher education. In M. Brown, M. Hartnett & T. Stewart (Eds.), Future challenges, sustainable future (326– 330). Proceedings ascilite Wellington 2012.

Hands-on session:

- In a group of 3 or 4 participants, create a pod cast (2-3 minutes), recording it on your mobile phone.
- Run a practice round: get everyone to introduce themselves and record it. Listen back to the recording, note how your voice sounds, and also see how much you can say in one minute recording time.
- Now start working on the podcast: possible topics could be Football, the weather, politics, etc.
- If you are happy to share your podcast, email it to eehopp@essex.ac.uk, and we can listen to it in the discussion session.