



talencentrum

>> voor taal en cultuur

Podcasts in language training

Considerations and Tips

Planning

Introduction

Experience with podcasts

Group-work : considerations

Reflection on the considerations

Teaching with podcasts - tips

The ppt and the results from the considerations will be available for you after the conference

Podcast – a definition

A podcast is a **collection or series of digital audio files that are made available for downloading or listening via the Internet**. Each individual audio recording is known as a podcast episode. Podcasts are typically hosted by an individual or individuals who lead a conversation, share stories, or report the news.

Since 2004 - audio available by iPod - iPod & Broadcast

2 types and a lot in between

(part of) radio program - professional format

specifically made as a podcast

- more or less informal
- vary in length
- less prepared

Use of podcasts in class

Treat them as an audio file in a method - Create questions, fill-in text, etc.

Use them as material for autonomous learners
- individual and in groups

Form groups - try to mix colours

How do you consider yourself:

- experienced with podcast - as listener and/or use in teaching
Green card
- I do / did listen sometimes to a podcast and/or used it but am not really experienced - **Orange** card
- Podcasts are really new for me for listening and/or using in teaching - **Yellow** card

Introduction in the group - a few minutes

Do you listen to podcasts? Which one? What types are nice/good/fun to learn the target language?

How do you search for podcasts? What do you pay attention to when you use them for your lessons?

Don't go too deep - that will come later

Group work - a poster and a marker

List of considerations

Add the remarks from the participants - write with the marker

Add a consideration, if required

Afterwards, you can all make pictures of these posters

Reflection on considerations

Which item did you talk about the most?

and / or

Which item is the most difficult to say something about?

Did you add a consideration?

My experience and tips / reflection

1

Work with a short excerpt - lots of podcast take 5-15 minutes

2

Possible playing it at a slower speaking pace - helpful in listening

My experience and tips / reflection

3

Some podcasts have transcripts or texts about the subject.

4

Who chooses the podcast?

And what kind of learning activities are possible / impossible when the teacher chooses / the student chooses?

My experience and tips / reflection

5 Listen in class or not?

	joint listening (in class)	individual listening (preparation)
advantage	control - they do listen	students listen as often as needed
disadvantage	takes a lot of time	no control whether students listen enough

My experience and tips / reflection

6 - CEFR - level - does it matter?

Depending on the assignment to go with it

Transcript can be helpful

7 - Help students choose their podcasts

My experience and tips / reflection

8 Assignments / working methods

- compared to written input

9 - in an individual course: student chooses podcast, listens, writes remarkable words / groups

In the meeting - tell about the content + show chosen words / groups

My experience and tips / reflection

10 - Did you really hear everything?

Select (at random) 1 minute from an excerpt

Use this as a dictation

Enjoy this medium!

You can take pictures of the posters -

These are added - see next slides

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Dutch as a second language / co- author of methods

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Considerations when using a podcast - discuss these points with each other:

1 Length of clip: advantages / disadvantages reasonably short (max 15 minutes), reasonably long.

in class 3-5 min

2 Many podcasts you can also play more slowly - would you prohibit / recommend that, why?

depends on focuses / classroom work or home assignment

3 Some podcasts have the transcript available. Would you offer / deploy / encourage that too ... and why?

depends on learners' level & teachers' aim

4 Who chooses the podcast? Who decides which podcast to use?

if students have a choice they can present exciting results.

5 In a group: all listening to the same thing, or not?

6 Listening - in class, or not?

7 Does this cost you a lot of time as a teacher?

8 CEFR: at which level can you use it?

Added consideration:



Considerations when using a podcast - discuss these points with each other:

1 Length of clip: advantages / disadvantages reasonably short (max 15 minutes), reasonably long.

15' too long for classroom; ADV: great input, for homework, warm-ups

2 Many podcasts you can also play more slowly - would you prohibit / recommend that, why?

3 Some podcasts have the transcript available. Would you offer / deploy / encourage that too ... and why?

not for the 1st time, only as follow-up

4 Who chooses the podcast? Who decides which podcast to use?

teacher + students

5 In a group: all listening to the same thing, or not?

o => yes

no / sometimes?

6 Listening - in class, or not?

YES + NO
(short) (long)

7 Does this cost you a lot of time as a teacher?

D YES

NO

8 CEFR: at which level can you use it?

B? from A?

Added consideration:

Last mo

12:28 n

12:27 n

7 Mar 2

7 Mar 2

7 Mar 2

7 Mar 2

7 Mar 2

7 Mar 2

7 Mar 2

24 Feb 3

15 Feb 3

15 Feb 3



Considerations when using a podcast - discuss these points with each other:

1 Length of clip: advantages / disadvantages reasonably short (max 15 minutes), reasonably long.

short + time management harder to find
long more detailed

2 Many podcasts you can also play more slowly - would you prohibit / recommend that, why?

recommend generally
prohibit in some contexts / some learning goals

3 Some podcasts have the transcript available. Would you offer / deploy / encourage that too ... and why?

level dependant
can be used for certain exercises (ie vocab)

4 Who chooses the podcast? Who decides which podcast to use?

students-autonomous learning encouragement

Teacher-didactic considerations

5 In a group: all listening to the same thing, or not?

6 Listening - in class, or not?

in class shorter depends on goals
out longer

7 Does this cost you a lot of time as a teacher?

good investment of time

8 CEFR: at which level can you use it?

Authentic: B1-C2

"semi-authentic": A1-A2

Added consideration:



Considerations when using a podcast - discuss these points with each other:

1 Length of clip: advantages / disadvantages reasonably short (max. 15 minutes), reasonably long.

3 min is enough
for new learner

↳ can be overwhelming to learner

2 Many podcasts you can also play more slowly - would you prohibit / recommend that, why?

- try to listen for impression
then adjust speed for clarification

↳ good for getting
used to the words/vocabs

3 Some podcasts have the transcript available. Would you offer / deploy / encourage that too ... and why?

- gap fill check
- check for understanding, spelling

4 Who chooses the podcast? Who decides which podcast to use?

→ consider hobbies, depends on student group, faculty etc.

5 In a group: all listening to the same thing, or not?

class "Story Round" → Listen to student before them
"Story telling" (anecdote)

6 Listening - in class, or not?

↳ yes depends on time limitations +
exercises/tasks to do

7 Does this cost you a lot of time as a teacher?

- you as a teacher has to listen + prepare (be familiar with it)
- student can also take responsibility to prepare summary
or other tasks

8 CEFR: at which level can you use it?

Added consideration:

Students are more comfortable
giving podcast responses or (recorded student response)
check for understanding if
they know peers don't listen, just teacher feedback
(use QR code)
* can use in Moodle too.
↳ @wi@R.edu



Last mo

12:28 m

12:27 m

7 Mar 20

7 Mar 20

7 Mar 20

7 Mar 20

7 Mar 20

7 Mar 20

7 Mar 20

24 Feb 2

15 Feb 2

15 Feb 2



Considerations when using a podcast - discuss these points with each other:

1 Length of clip: advantages / disadvantages reasonably short (max 15 minutes), reasonably long.

dependent on language skills - the more, the longer

2 Many podcasts you can also play more slowly - would you prohibit / recommend that, why?

it depends

3 Some podcasts have the transcript available. Would you offer / deploy / encourage that too ... and why?

vocab/spelling/grammar/collocation/jargon

4 Who chooses the podcast? Who decides which podcast to use?

*it depends: specific purposes courses: teacher chooses?
learning goals*

5 In a group: all listening to the same thing, or not?

→ jig saw listening?

6 Listening - in class, or not?

7 Does this cost you a lot of time as a teacher?

of course

8 CEFR: at which level can you use it?

all

Added consideration:



Considerations when using a podcast - discuss these points with each other:

too long

1 Length of clip: advantages / disadvantages reasonably short (max 15 minutes), reasonably long.

classroom / home prep
 ≈ 5 mins

2 Many podcasts you can also play more slowly - would you prohibit / recommend that, why?

< B2 level, perhaps ↑ probably not

3 Some podcasts have the transcript available. Would you offer / deploy / encourage that too ... and why?

why not. level? task?

4 Who chooses the podcast? Who decides which podcast to use?

depends, initially teacher portfolio task

5 In a group: all listening to the same thing, or not?

not necessarily group puzzle

6 Listening - in class, or not?

sometimes - time limit ≈ 5-6

7 Does this cost you a lot of time as a teacher?

yes... unless Chat GPT harnessed

8 CEFR: at which level can you use it?

task
 depends! authentic / language
 Added consideration:
 learner type
 Benefits? → accents / world Englishes



Considerations when using a podcast - discuss these points with each other:

1 Length of clip: advantages / disadvantages reasonably short (max 15 minutes), reasonably long.

5-10 min. in class

2 Many podcasts you can also play more slowly - would you prohibit / recommend that, why?
help for understanding (use: lower levels)

3 Some podcasts have the transcript available. Would you offer / deploy / encourage that too ... and why?
yes, depending on the level of the group and the specific purpose pursued

4 Who chooses the podcast? Who decides which podcast to use?
teacher + students

5 In a group: all listening to the same thing, or not?
it depends

6 Listening - in class, or not?
yes, if no longer than 10 min.

7 Does this cost you a lot of time as a teacher?
yes

8 CEFR: at which level can you use it?
A2 - C1

Added consideration: