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APPLYING "BBC LEARNING ENGLISH" PODCASTS IN ENRICHING VOCABULARY AT THE A2 LEVEL

Words are what makes language exist. Without the words, no language is an issue. That is why, we thought writing a paper about how to build up vocabulary would be beneficial for language learners. In this research, we investigated if using BBC podcasts are more helpful for learners to learn vocabulary than other ordinary listening materials. Schools make learners focus more on grammar and reading skills, therefore vocabulary skills become marginal. However, how can a learner use a language without knowing enough vocabulary? To figure out how BBC podcasts can be beneficial for learners, we conducted experiments in 126th gymnasium in Amaty and were broken into two groups. One group conducted all the exercises by using BBC podcasts while the other group used book audio files to see if BBC podcasts will show more effect on learners' vocabulary skills. Both groups conducted pretests to see their level in the beginning. In order to see whether they will have improved or not, pre-test, post-test, questionnaire, and all the practices with BBC podcasts have been used during the internship. The result of the study showed a slight difference between the achievement indicators of the experimental and control groups. The average post-test score (85) in the experimental group was greater than the average post-test score (75.08) in the controlled group.

Key words: podcasts, BBC podcasts, mixed-ability teaching, motivation.

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A2 деңгейінде сөздік қорды байыту үшін "BBC learning English" подкасттарын қолдану

Тіл сөзбен ғана өмір сүреді. Сөз болмаса – бұл тіл мәселесіне айналады. Сол себептен, біз сөздік қорды қалай жақсарту туралы зерттеу жұмысын жазу тіл үйренушілерге пайдалы болады деп ойладық. Бұл зерттеуде біз BBC подкасттарын қолдану оқушылардың басқа қарапайым тыңдау материалдарына қарағанда лексиканы үйренуге көбірек көмектесетінін зерттедік. Әдетте, мектепте грамматика мен оқу дағдыларына көбірек көңіл аударуға басымдық береді, сондықтан сөздік қоры маңызын жоғалта бастайды. Дегенмен де, оқушы жеткілікті лексиканы білместен қалай тілді қолдана алады? BBC подкасттарының оқушы үшін қаншалықты пайдалы болатынын түсіну үшін біз Алматыдағы №126 гимназияда тәжірибе өткізіп, екі топқа бөліндік. Бір топ BBC подкасттарының көмегімен барлық жаттығуларды өткізсе, ал екінші топ BBC подкасттары оқушылардың сөздік қорына көбірек әсер ететінін білу үшін курс кітабының аудио файлдарын қолданды. Екі топ та бастапқыда оқушылардың деңгейлерін көру үшін алдын ала тест алды. Олардың деңгейі өседі ме деген сұраққа жауап алу үшін экспериментке дейінгі тест, эксперименттен кейінгі тест, сауалнамалар және BBC подкасттарымен жүргізілген тәжірибелер практика кезінде қолданылды. Зерттеу нәтижелері эксперименттік және бақылау топтарының жетістіктері арасындағы кішкене айырмашылықты көрсетті. Фокус топтағы эксперименттен кейінгі тесттің орташа балы (85), бақыланатын топтағы эксперименттен кейінгі тесттің орташа балынан (75,08) жоғары болды.

Түйін сөздер: подкасттар, BBC подкасттары, аралас қабілетті оқыту, мотивация.

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Применение подкастов “BBC learning English” для обогащения словарного запаса на уровне А2

Слова – это то, что делает язык существующим. Без слов нет языка – это проблема. Вот почему мы думали, что написание тезиса о том, как пополнить словарный запас, будет полезно для изучающих язык. Мы исследовали, являются ли подкасты BBC более полезными для изучения словарного запаса, чем другие обычные материалы для прослушивания. Школы заставляют учащихся уделять больше внимания грамматике и навыкам чтения, поэтому словарные навыки становятся незначительными. Однако, как ученик может использовать язык, не зная достаточно словарного запаса? Чтобы выяснить, как подкасты BBC могут быть полезны для учащихся, мы провели эксперимент в 126-й гимназии города Алматы и были разделены на две группы. Население было учениками девятого класса, состоявшая из 50 студентов, 25 студентов были взяты в качестве экспериментального и 25 студентов были взяты в качестве контролируемого классов. Одна группа провела все упражнения, используя подкасты BBC, в то время как другая группа использовала аудио файлы книг для прослушивания, чтобы увидеть, окажет ли подкасты BBC больший эффект на словарные навыки учащихся. Обе группы провели предварительные тесты, чтобы увидеть их уровень в начале. Чтобы увидеть, будут ли они улучшены или нет, во время стажировки использовали предварительные тесты, пост-тестирование, анкетирование и все практики с подкастами BBC. Результат исследования показал небольшую разницу между показателями достижений экспериментальной и контрольной групп. Средний балл пост-тестирования (85) в экспериментальной группе был больше, чем средний балл пост-тестирования (75,08) в контролируемой группе.

Ключевые слова: подкасты, подкасты BBC, обучение смешанных способностей, мотивация.

Introduction

Technology has taken an inseparable place in the world of education. Thanks to computers, tablets and mobile phones it is much easier to improve language skills. Podcast is one of those facilities that the 21st modern technology world provides. Podcasts cannot only be in audio format but also in video format. They can both be downloaded or be used as offline. The reason why podcasts in learning English vocabulary is suggested because they do not teach one single accent of English like textbooks and reading passages. You get the chance to practice six different accents with podcasts. Which leads to developing both vocabulary and pronunciation skills. For a podcast to help learners learn vocabulary, it should be a vocabulary-focused podcast as well. There are different types of podcasts for different purposes that is why teachers should be careful with choosing the type. To conclude, podcasts are a must in the 21st century education system and should be implemented into students' education life.

Statement of the problem.

The reason why learners are paying too much attention to reading and writing comprehension is that the schools let these two skills too much place in

their curriculum. During the class, students may not have enough time for practicing their English and learning vocabulary. Therefore, vocabulary skills become marginal skills from context. The present study addressed this problem and tried to find out whether podcasts can be used to particularly enrich students' vocabulary skills. It also addressed the fact that even though technology can help promote learner autonomy, whether students are willing to be autonomous or not. What will be shown in this study is whether students that practiced podcasts in their learning process will improve in their studies or not.

The purpose.

The purpose of this research is to examine the role of the BBC podcasts as a tool to improve learners' vocabulary skills. It will also attempt to check learners' attitudes toward podcasts and the limitations they would probably confront. Therefore, the objectives of this study intends to assess usage of BBC podcasts for teaching and learning vocabulary and examine students' perception on the use of BBC podcasts for teaching and learning vocabulary.

The significance of the research.

This research is significant in three fundamental ways. Firstly, this study is helpful for teachers to be familiar with the usage of this new technology. Teach-

ers could use this study as a basis for a better integration of podcasts in teaching and learning that increases opportunities for learners to be successful. Secondly, this research provides a summary and critique of the research methods used thus far in the study of podcasts in secondary education and their limitations. Such information may raise the awareness of the necessity for a more powerful investigation design in future podcast studies. Thirdly, this review tries to respond to the unanswered questions in the literature and proposes future research directions that could help encourage the knowledge about podcast use in education.

Research questions.

This study tried to find out the answers to these questions:

1. To what extent is using podcasts effective in learning vocabulary?
2. How convenient using podcasts in learning new English vocabulary?
3. What are the restrictions of using BBC podcasts in learning vocabulary?

Limitations

The limitations of this study are:

- a. It would be hard to find appropriate podcasts related to the school curriculum.
- b. The results would have been more reliable and strong if the number of participants of the research could be increased. Although, the researchers addressed all the possible outcomes.
- c. This study focused solely on one school. Thus, it would have been better if it could have covered several schools all over Almaty.

Materials and methods

Research Design

In conducting this study and achieving the objects and aims of the research, the mixed methods approach will be used to collect the data required. The explorers will center on examining the literature and will use both research types: experimental and action. The purpose of using experimental and action research is to determine the results that measure whether the implementing podcasts in learning English is productive or not. The investigators will obtain primary quantitative and qualitative research methods to discover stuff themselves through semi-structured interviews, structured questionnaires, pre-test and post-test.

Two groups of secondary school students will be researched by conducting 4-6 week lessons with podcasts. Researchers will have access to carry out experiments in №126 school-gymnasium in Almaty city.

Instruments

Instrumentation is all the attempts that were done by the researchers to make some measurements related to the research topic. Research topic is to teach vocabulary to A2 level learners with the help of BBC podcasts. There are four researchers in the group and two of them use BBC podcasts in their lessons to enrich the learner's vocabulary whilst the other two are using a different type of technique to teach vocabulary. During practice, researchers have done questionnaires, tests, and interviews. While doing all these measurements, issues such as religion, color, language, beliefs, level of English, a convenient atmosphere were taken into consideration. All the precautions were taken so that the students and teachers that researchers conducted questionnaires and interviews felt safe.

How do we assess reliability?

Test-retest method is a common method when assessing reliability. Test-retest is all about administering the survey once with a group and administering the same test with the same group but in a different time. Researchers compare the results and see if taking the test in a different time had an effect on results.

One obvious drawback of test-retest reliability is that the same test is not conducted under the same circumstances. If people respond to the survey questions the second time in the same way, they will remember answering the first time. This will give them a good impression of reliability. However, we can extend the time between the first and second test to decrease memory effects.

Parallel form reliability

This type of reliability assessment involves two equivalent, parallel forms of the survey; for instance, let us imagine that there is form A and form B. Respondents are required to accomplish both tests. Some taking form A followed by form B, others taking form B first then form A. Even though the questions are different in each survey, they are forming different scales. The drawback of this is that it is expensive.

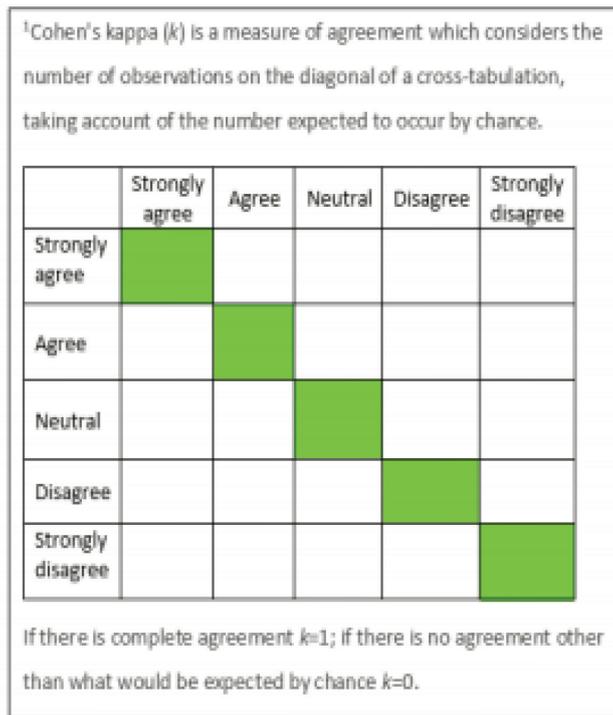


Figure 1 – Cohen's kappa (k)

Split-half reliability

Researchers divide the survey into two (even numbers and odd numbers) and calculate the two results of the two different tests. If the results are consistent to each other then the survey is reliable. Split-half method is measuring internal consistency.

Cronbach's alpha is another measure of internal consistency reliability. Most software will calculate each question or questionnaire item in the scale, the value of Cronbach's alpha if the items were deleted. These values judge whether the reliability of the scales can be improved by deleting any questionnaire item.

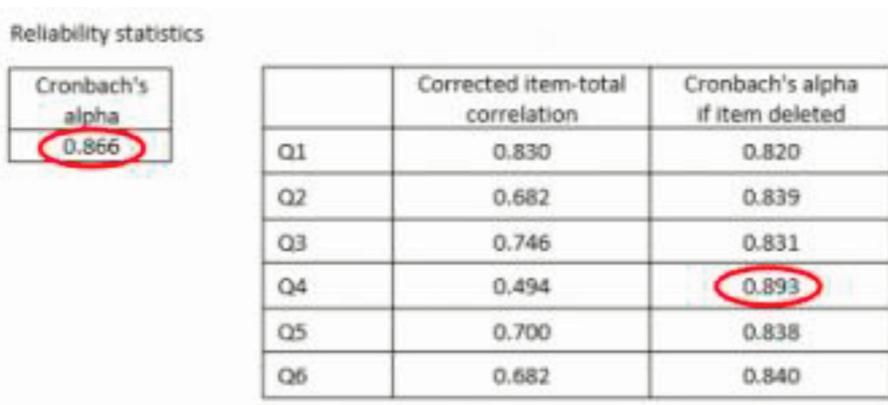


Figure 2 – Reliability Statistics

As a result, if a test has good reliability, it has good validity as well.

Primary Research

The researchers use data which is collected fresh and for the first time and thus happen to be original in character. In addition, researchers will collect information themselves and set their own parameters going out and decide what researchers want to find out and conduct research to gather that information. Examples of that are focus groups, questionnaires and interviews.

Data Collection

There are various ways that teachers use to teach vocabulary, and most of them are audio files that are given in course books. Of course, they may help in their own way, but in researchers' viewpoint the use of BBC podcasts in English can help much better than other usual audio. Accordingly, this research paper aims to collect the data in order to know whether the use of BBC podcasts is productive in teaching new English vocabulary. Moreover, research design aspired to carry out an experiment aimed to answer the questions like “To what extent is using podcasts effective or beneficial in learning vocabulary? How convenient using podcasts in learning new English vocabulary? What are the restrictions of using BBC podcasts in learning vocabulary?” Experiment was conducted among 9th grade students whose level is A2, in №126 school gymnasium in Almaty city.

Four phases were done in this experiment. The first phase is a vocabulary test that serves as a pre-test based on the traditional teaching to investigate the effect of using podcast based exercises in learning and retaining vocabulary. It took place in the first week of the study. Next, the podcast was introduced to the class and essential explanation was given to make the interaction easier. The second phase of data collection involved the post-test in the study group. It took place last week of the study, the same level, but not the same test as post-test. It was administered to a group to measure the effect of using the treatment (i.e., podcast based vocabulary exercises) on students' vocabulary retention. The vocabulary test was designed following the same format of vocabulary questions. The third phase is carried out by the end of the experiment through a set of questionnaires on students' experience of using the podcasts. The last phase is the interview.

Observation

Researchers have observed four classes of ninth grade students for a duration of one week. At the beginning of an observation, investigators' made teachers aware about researchers' research

work and got their permissions. The reason why researchers choose the ninth grade is because their levels correspond to the topic of the research because learner's levels were A2. Since the levels of other classes were low, this left researchers with no choice other than choosing the ninth grade. Each has attended three lessons of these classes. By observing the classes, it was found out that the students have poor vocabulary and problems with vocabulary because during the lessons students did not have enough time for practicing vocabulary that they learned. Students that are learning English language at school have few classes for practice. Traditionally, the students of those classes use new vocabulary only when they translate the texts and additionally write in a workbook. This is not enough to practice new vocabulary. During the English language lessons, it was also noticed that teachers did not use audio files most of the time, despite them having CDs.

Experimental group & Control group

One of the aims of this study is to learn whether the use of BBC podcasts is productive in teaching new English vocabulary or not. Researchers chose two groups. There was one experimental group, which had 25 students. This group used podcasts during the weekday lesson hours. Participants had from three to four lessons per week for a total of 13-15 sessions. Students of the experimental group listened to the podcasts consisting of different topics, which were determined and sent by the instructors, for four weeks whenever and wherever they wanted. In contrast, audio files were used for the control group. It was taught lessons to this group with the audio files which were taken from the students' book. The number of students in this group was the same as in the experimental group.

Data Analysis

Population

The population of the study is students who study English as a subject at the state school in Almaty. All participants are studying at school №126 in different classes. Researchers selected two classes from this school because it was accessible to conduct experiments with those students. Each class consists of 25 students, a total of 50 students, that includes 32 males and 18 females. Learners are aged between 14 and 16 years. Surveyed students' level was A2 level.

Procedure and timeline

Since the students were mature enough students who understood the instructions, they were informed in advance about the study and how they could help

improve the country's educational system. However, they did not know that the study would begin with a pre-test of vocabulary for the materials passed, which lasted an average of more than 20 minutes. The next step was to conduct lessons using podcasts, which lasted about four weeks, at the end of which a post vocabulary test was conducted. Upon completion, participants were asked to answer several questions about the experience of learning with podcasts. They are required to answer 16 questions. The next step was an independent interview for teachers. Teachers are expected to answer questions about their relationship, the most and least favorite aspects of podcasts, their role in teaching, students' opinions about working in pairs, and whether podcasts helped them in real life. The study began on February 10 and ended on March 20. A questionnaire for students was conducted in 5 minutes since the questions were simple and comprehensive, the students did not encounter any difficulties in understanding. Interviews for teachers lasted an average of 20- 30 minutes. The interview for teachers was sent on March 12 and submitted on March 14. The researcher began collecting data on March 14th. The collected data was carefully analyzed in two weeks by the supervisor.

Research tools

Pre-test: In order to see how much the students have shown process in the duration of learning vocabulary, researchers have conducted a pre-test for the students. Students felt completely safe whilst taking their test. Before conducting the test, researchers had already taken the test by themselves so that they would know how much time it should be allowed for learners to finish the test. Some students had hardship taking the test hence there was some vocabulary that they did not know on the other hand there was also some that did not feel any hardship. Because the test took less than thirty minutes, students did not feel any hurry because they had another lesson after the break there was not any distraction during the exam so it can be said that the pre-test was done perfectly. Researchers paid so much attention to the instructions of the test that learners would have any hardship during the test. If the instructions were not clear then there would be a conflict of asking questions.

Post-test is a test that is given to learners after a completion of a subject. Post-test defines how much the learners have learned. That is why the function of post tense is significant to show the difference. The conducted post-test comprises the vocabularies that researchers have gone through in the listening audios. If the students have practiced enough and if

BBC podcasts have been beneficial for the students, then they are expected to show success in the post test. How much the learners have shown development will be shown in the results and discussion part. Questionnaire surveys are useful to gather information from the attendances in a wide range of contexts. These questionnaires are done in different fields such as health, education, and politics. For example: say that researchers want to know how many of the students like using BBC podcasts in the classroom. This survey can be shown as a measurement survey. Conducting a questionnaire in a school is not that easy, as it seems. Sometimes what you require from students is yes or no answers however it sometimes might be complicated since you sometimes need to ask them open-ended questions such as how do you evaluate the teacher's performance in the class.

Questionnaire was done with the learners at the end of the learning process. Researchers have used BBC podcasts together with the students and try to enrich their vocabulary. Even though researchers aimed to build some more vocabulary with the students, researchers managed to fix learners' pronunciation as well. At the end of the internship, the majority of the students have become more familiar with the British pronunciation. On the other hand, the instructions were clearly explained before the questionnaire was done so that nobody would have any question regarding the topic. The numbers are located below the statements as 1- 5 meaning 1 strongly disagree, 2- disagree, 3 no idea, 4 agree, 5 strongly agree. Finally, there are 16 questions in the questionnaire and it takes about 5-10 minutes to accomplish the test. **Interview:** Whilst conducting an interview researchers might face some type of problems. For example, when the interviewee answers the first question, the interviewee might be giving the answer of other questions as well. In this case, the reliability of the interview becomes less. According to the researchers, the more structured the interview question is, the more reliable it becomes. The questionnaire was conducted with the teachers online. The questions were sent to them via email that means that they had a chance to see all the questions before they started answering. Therefore, there was not any lack of reliability.

Reliability and validity of the questionnaire

Whether or not a questionnaire is reliable depends on if the measurement is taken under the same conditions.

Two important qualities of survey are consistency and accuracy. These are decisive factors in

reliability and validity of the questionnaire. It is significant to mention that reliability and validity are not faced qualities. They may change over time. As a result, it is important to use alternative statistics to get rounded assessment of survey qualities.

Assumptions

After answering all the questions of the study, the researcher suggests that the inclusion of podcasts in teaching plays a huge role in the future life of students. The results obtained after the study will determine the positive attitude of teachers and students to the podcast, as well as how important it is to use podcasts in the curriculum of Kazakhstan schools. Data collection will show that the podcast will increase the vocabulary of participants, and on the other hand, prepare them for use in life after graduation or out of school life.

Scope limitations

The students were high school students at the age of 9th grade, who may not fully understand what podcasts are and how to use it. Not being able to download the podcast would be considered as a limitation. Some students had hardship trying to understand what is told in the audio. The main difficulty was that the time given for the study was shortened by one week due to the pandemic in Kazakhstan (Covid-19). Researchers had to take post-testing ahead of their time, and as quickly as possible to conduct a questionnaire and interview, since the school switched to online mode.

Literature Review

Understanding podcasts

Podcasts are audio (can be video) files that are available on the internet in order to be downloaded and listened to. Audio or video files are a series of spoken episodes, usually focused on a particular theme. It is obvious that every word may have several different definitions as a podcast. Here, however, the stress on the word “education” and “ELT”, consequently definitions concerning that are given. For instance, Notess (2005) gives a definition from the origin of the word: the podcast is a combination of two words: iPod and broadcast, which is a device that contains a set of audio or video files that individuals openly access via the Internet. One of the determinations, Man defined it as “podcasts are audio (sometimes video) programs on the Web which are usually updated at regular intervals (Man P., 2007: 116). New episodes can be listened to on the computer or downloaded to an MP3 player or iPod for later

listening”. Another researcher claims that “when users set up a podcast client program in their digital devices (e.g., personal computer, tablet, smartphone), the program automatically receives and saves the newest podcast files on the device. Most automatic transmissions of podcast files are available free. In addition, audiences can enjoy easy access to updated podcast files from anywhere through their portable devices. Such flexibility and convenience of use make the podcast an effective educational tool” (Evans K., 2007: 491). The both statements state that users can have easy access to any podcasts they want to listen to. Students can listen to audio/video files via computer, mobile phones or any other digital device

Regarding Geoghegan and Klass’s (2005) viewpoint: “podcasting is not simply a new way to distribute audio recordings; it is a form of expression, of interaction, of community building”. Stajka (2013) also claims that “podcasts were originally audio-only but may now contain still images, video, and chapters identifying major sections or ideas”. It can be seen that these authors simply acknowledge that podcasts have the power to impact on education as a tool to teach learners to communicate, interact with each other sharing new ideas and their own opinions. Since present-day students have to take advantage of their free time, there are a number of ways to spend leisure time. Today’s teachers have great opportunities to connect with learners through the Internet. Agreeably, nowadays e-learning is being part of the teaching curriculum by institutions, because it gives them the possibility to determine (with some limits) how, what, where to study.

Why podcasts? Why the BBC podcasts?

Podcasting can be used as a new way to teach students. It can be used for getting introductory material before lessons or to record lessons and to let students listen to passed material again, because learners might not be able to attend or because they might not be able to improve their knowledge of the lesson. Podcasts are getting popularity because of their suitable format and wide range of topics – from scientific to funny ones. Apart from, people can find the majority of podcasts for free. Additionally, the most beneficial side of using podcasts is that listening to podcasts is impactful to be proficient language users.

According to “The best 10 podcasts to help you learn English” podcasts help learners: “develop listening skills; improve pronunciation of words; expand vocabulary with new words, phrases, and

idioms; practice reading if learners listen to English podcasts with subtitles; get to know different types of accents and local slang; increase understanding of native English speakers.”

Agreeably, podcasts have an influence on almost all skills of learning language, but there is an insufficient number of studies that have made the experience on the effectiveness of using podcasts on the way of improving vocabulary. However, the research of Najmeh & Zeinab . (2013: 1385) could be useful literature related to our work even though they had an experience on university students who were examined to use podcasts as an educational tool for learning new vocabularies. As a result, 20 students out of thirty had responded that studying English with podcasts was beneficial and helped them to learn new words. 26 participants shared their inspiration to learn the language in the future by podcasts and 21 learners liked to recommend their friends learning through podcasts. The podcasts were found to be more efficient and available by 27 learners.

BBC Learning English has been delivering vari-

ous English materials to global learners of language since 1943, providing plenty of latest and modern materials such as audio, video, and text to students of the world. As Paul & Alan’s (2014) said: “BBC World Service is the largest *international broadcaster*”.

A detailed description of BBC podcasts

Learning English through the BBC is freely available for download and installation on all devices. New lessons and podcasts occur automatically and are freely updated in this application. After the user installs and opens the application, an extensive list of podcasts is displayed.

To play them, they must be loaded. The BBC podcasts contain programs for daily practice and for language skills, for teachers and children. This tool is specifically designed for learning English by listening to daily conversations, business and general English, and many other podcast programs. This application contains a collection of more than 10,000 lessons and a huge number of vocabulary items related to the provided lessons. An interesting feature of this application is that it allows students to study both online and offline (See Figure 3).

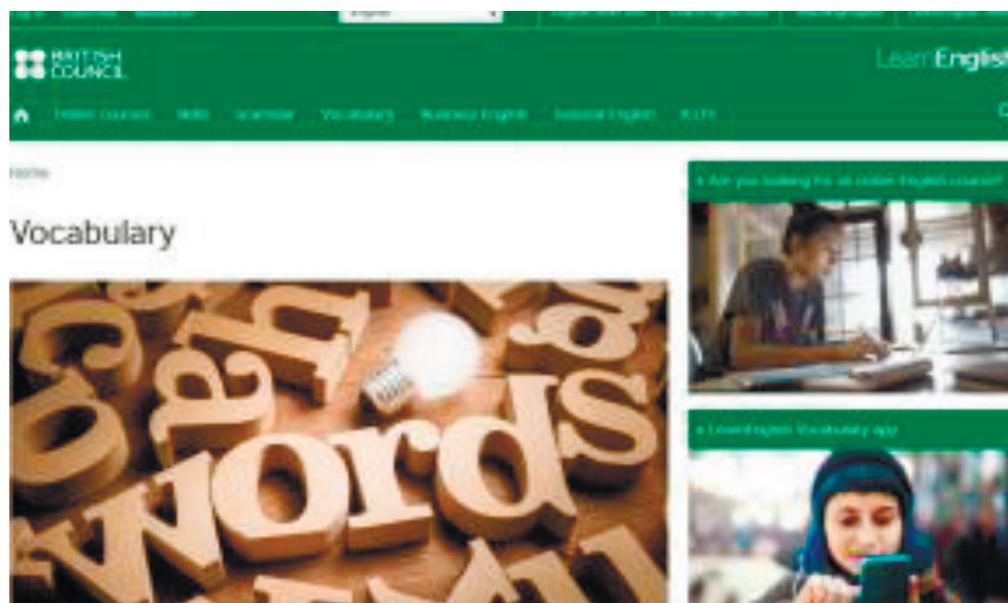


Figure 3 – Application

As shown in Figure 3, each podcast includes an audio or video file, its transcription and a list of words, which makes the listening task easier and more effective for educational purposes. Expanding

vocabulary can improve hearing and reading skills. Another important feature of this application is that selected words can be saved in learners notes to help users remember words along with their sounds.

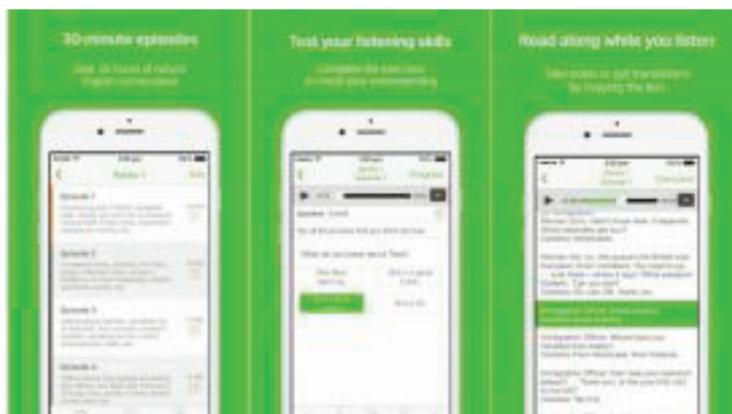


Figure 4 – Podcast

Vocabulary

According to Shepherd (1984), vocabulary consists of two ways. Use the terms learn vocabulary and use vocabulary. In the case of studying vocabulary, the ability to associate a word with its definition or synonym is a criterion of mastery. When using a dictionary, emphasis is placed on the use of words to explain the meaning of sentences and to understand texts. Today there is no science to study vocabulary. The teacher in the class does not have real instructions to help with this important part of the student’s educational experience (Dale E., 1969: 212). Suri (2012) argues that teaching vocabulary is a procedure or component of ways to get students to acquire a vocabulary introduced by a teacher. According to Salmon and Edirisingha (2007), today there are many pedagogical applications for podcasting. They attached great importance to podcasting, as it stimulates students' motivation, their level and good participation.

The reference above is the research on impacts of podcasts on EFL students’ listening comprehension.

Fernandez et al. (2009: 385) argue that another study made judgments about the feelings, understanding, and reactions of some students who used podcasts during the semester. According to their findings, they stated that podcasting was not a substitute for traditional learning in student views; it only increased students' motivation.

Motivation

This section of the article will shed more light on the issue of how BBC podcasts can be beneficial on students’ motivation. Whether implementing BBC podcasts will be beneficial for the students or not, will depend on how well the teacher will use this inside the classroom. That is why if the teacher manages to implement these podcasts into the curriculum perfectly then the motivation of the students will rise spontaneously. In the experiment that researchers conducted during their practicum, researchers have observed that BBC podcasts have improved students’ motivation throughout the period of time that researcher made their internship. Explorers assert that motivation has arisen in two different ways. Internal and external. Internal: The school was a Kazakh dominated school thus their beliefs, values, cultures were all the same. It was crucial to be careful with that. In English course books, the topics are usually universal because it is considered that English is everybody's language that is why the topics should not bother anybody. Imagine that there is a podcast that is about Buddhism or about any other religion. Some learners might be offended by these types of topics since these issues are something that are opposite to Kazakh beliefs. As a result, it should be careful with picking the topics otherwise, researchers might be destroying the learner's internal motivation.

On the other hand, if it is possible to choose interesting topics for the learners, will manage to raise learners' internal motivation. Learners became more interested when they listened to the podcasts that attracted their attention.

External: O-Bryan and Hegelheimer (2007: 162) claim that podcasts can enhance internal and external motivation in learners. Students experience internal motivation when the materials attract learners' attention and when they are challenging for the students. In contrast, external motivation is gained in two ways. If the students are graded in a way that will make them more willing and more confident. Moreover, learners' external motivation will rise when researchers make these podcasts available for the learners. A teacher should be providing learners with enough facilities such as phones, tablets, laptops or at least researchers should provide students with offline podcasts so that they can listen to them wherever they are.

Implementing BBC podcasts into the Foreign Language curriculum.

BBC podcasts are essential for the curriculum of the schools. Podcasts provide students with lots of benefits such as communication skills, technological competence, problem solving, personal development and general knowledge. Also enhances listening skills of the learners. Thus, implementing the BBC podcasts into the curriculum is necessary.

Attention to accuracy

British English is accepted all over the world. In fact, American English was derived from British English that is why British English is known as the origin of the English language. Even though American English getting more into people's dialects, the importance of British English cannot be ignored. British English should be exposed to learners more because all the exams that they will be taking in their academic life will be British English based such as IELTS. What is meant by teaching learners British English is not what royalty England is speaking. Language should be implemented that is commonly used among people. With the help of BBC podcasts, learners' pronunciation will be corrected and gain them the British accent.

Practicing BBC podcasts in the large classrooms

Unfortunately, an English teacher does not usually teach small sized classes, even though it is more fun to teach a small group of people, teachers may not be given a small group of students all the time. There are disadvantages of teaching to a large group of people for example remembering students name

may take a while and this may make students feel like the teacher is not caring about the students. This might be a prejudice for the students. As a new teacher, it might feel anxious in front of big groups. Moreover, what is significant is that when the teacher is teaching in a crowded class, the efficiency of the teaching decreases. When it comes to listening activities, it is much more difficult for the teacher to control the whole class. Just because not everyone is able to hear the recordings, they may not care. All of these are the drawbacks of teaching to crowded classes. The solution is by dividing the class into two groups. For example, students at the front row will listen twice then students at the back row will change their places with the ones sitting at the front and listen to the recording twice as well. With this way, everybody will be able to listen equally.

On the other hand, if it is possible, the class should be divided into two groups and each class will have listening practice class on different days.

Mixed ability teaching

The meaning of mixed ability class is a class in which there are students from low to high levels of fluency in English. It will be challenging both for students and teachers to have lessons in mixed ability classes hence while the teacher is conducting the lesson, he will be engaging with the students of which the English proficiency is better. Unfortunately, this is a fact. When doing the internship at school, if the classes were more than 15 students and even though few students were participating in the class, it will feel like everybody is understanding and everything is smooth. However, when the class is mixed ability, there will be students with low English proficiency and when conducting the class, teachers should be making sure that everybody in the classroom is participating. When it comes to doing any kind of exercise such as writing, listening or speaking. Having mixed ability students will actually help. If they manage to match higher English proficiency students with low English proficiency, those pairs or groups of students will be helping each other that will help improve students' understanding of the lesson. Another advantage of teaching mixed ability classes is that a student will not be able to interrupt the teacher and ask for clarification or to ask the teacher to repeat something twice. However, a student can ask his peer all these things.

Relevant Studies

As Kavaliauskiene (2008; 4) mentioned, podcasts are useful and practical for English language learners. It gives listeners a chance to choose their preferences according to their convenience. It is de-

signed to be downloaded and listened to on any device. Because it provides lots of things to learners, the result of this facility and with the implementation of these podcasts into curriculums has brought much beneficial feedback from the classrooms. It used to be thought that insufficient research has been done on technology users' needs, their problems in using technological devices however with the recent interest in using podcasts to teach vocabulary, people have become more inclined to do research about this. For example; research has been done by "Najmeh Farshi University of Isfahan, Iran, Zeynab Mohammadi University of Isfahan, Iran" They wanted to see whether the use of podcast was effective in teaching new English vocabulary as well as students motivations and limitations. The results showed that not all students have access to the internet and cellphones to use podcasts. One interesting fact was that the awareness of podcasts for educational purposes was limited. Concerning attitude, students showed that they had a positive motivational impact. Some liked it a lot and said that because it is faster and more fun, instead of reading books and texts, these materials are more useful. This result is consistent with those of Baird and Fisher (2006: 5) and Edirisingha and Salmon (2007: 4). The impact of podcasts was considered as captivating and effective by most learners. Learners expressed their enjoyment of the process of learning by podcasts. Edirisingha and Salmon (2007: 5) and Baird and Fisher (2006: 32) have reported similar outcomes. The research showed that people who were engaged in this experiment submitted that podcasts were an excellent way of delivering content in an interesting and engaging platform. Overall, the ultimate outcome of this research has depicted that students regarded podcasts as effective in improving vocabulary. As seen from the research, the use of podcasts in learning vocabulary has had positive results. Thus, podcasts in the field of education and training began to attract attention.

Summary of the Literature Review

In parallel with the development of technology, the usage of technological tools has expanded and it has started to be actively used in education and training environments. This situation has revealed the concept of mobile learning and applications. "Podcast" is one of these applications. Among the technological materials, the most widely used podcasts provide students with great convenience in teaching English as a foreign language. The biggest feature of podcasts is that they are accessible. Podcasts are materials that can be used not only in the classroom

but also outside the classroom. At the same time, students' interest in technology is expected to increase their language learning motivations through podcasts compared to traditional textbook materials. Podcasts contribute not only to the skill of listening but also to the development of other language skills. Podcasts also positively contribute to students' vocabulary learning. In addition, they aimed at teaching words that cover daily routine activities. In order to learn English vocabulary, it is determined that individuals who work with Podcasts take care to do daily work. The fact that podcasts are easy to access, free of charge, providing time and space independence, having a positive effect on permanence and being able to repeat as much as they want is seen as a very important learning tool in learning English. This situation was effective in the preferences of individuals. It allowed individuals to learn vocabulary and pronunciation in different places and times. In individuals with a tendency to learn English vocabulary, learning by having fun and playing. Since podcasts offer real-life language and real environments, it teaches language not only by its rules. It is very difficult to motivate students to study outside the classroom. Using podcasts can help increase motivation outside the classroom. Podcasts are a fact accepted by linguists, that help increase the motivation of language learners, and students enjoy listening to podcasts (O'Bryan A., 2007: 175).

Results

Questionnaire analysis

Students were asked to respond to 16 questions in order to check their attitudes towards using podcasts after conducting an experiment. Regarding the results obtained, the statistical table shows us most of the participants who agreed to the usefulness of the use of podcasts in teaching vocabulary.

The aim of the questionnaire was to get feedback about the efficiency of BBC podcasts on students. The secondary aim was to identify the relationship between learners' satisfaction and BBC podcasts. Students were asked to indicate to what degree they agree\ disagree with the statements (1=Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree).

52% of students chose the answer "agree" to the statement like "The podcasts that were given were practical in learning new English vocabulary", and 20% of them strongly agreed with the practicality of podcasts. Furthermore, 20 % of students showed their neutral opinion while only 8% of them disagree with it.

40% of participants agree with the statement “The given podcasts are interesting and joyful”, when 8% of other students strongly agree with this point. There are 32% of pupils who were neutral with this sentence; it meant that it is not so compulsory to be joyful every time for the podcasts in order to be useful.

“Using podcasts is convenient. We can use it everywhere, anytime” was agreed with 48% of students, while another 36% of them were neutral with this statement. In addition, 12% of students disagreed, when 4% of them strongly disagreed with this claim. It is explained that learners cannot use podcasts in places where internet connection is poor and other mini problems may occur.

Most of the students (36%) said that it is not needed a high-speed internet to use podcasts in daily life. However, 32% of pupils agreed with the need for high-speed internet. Moreover, there were also students (16%) who had a neutral thought about the given statement.

“We can easily use podcasts in our country” was agreed with by 44 percent of students and 8% of them strongly agreed. Also, other 12% of participants are neutral with it, while 32% of learners disagreed with the easy-use of podcasts in Kazakhstan.

It is good to say about the convenience of podcasts in studying. 36% of learners showed their agreement, while another 28% of them strongly agreed with this point. 20% of students were neutral, while only 16% of them disagreed with this statement.

52 % of students agreed and 36% of students strongly agreed with the statement “The podcasts that I was given helped me a lot in terms of learning new vocabulary”.

Totally, 88% of participants agreed. In addition, 1 student disagreed. By looking at the diagram we can understand that given podcasts helped students a lot in terms of learning new vocabulary.

40% of students strongly disagreed, 36% of them disagreed with the statement “Using podcasts is a waste of time”. Then 6 (24%). For 76% of them, using podcasts is not a waste of time.

64% of students strongly agreed with the statement “As long as the duration of the podcast is short. It is attractive, applicable”, while 36% of them agreed. It can be concluded that all the students enjoyed while using podcasts.

56% of students already knew and 44% of them did not know what the podcast was before. 24% of participants disagreed, 20% of them strongly disagreed and 14 students agreed with the statement

“Before I worked with podcasts with the teacher, I already knew what the podcast was before”.

32% of participants strongly agreed and 32% of them agreed with the statement: “I feel motivated that I will be using podcasts so as to learn new vocabulary in the future”. In addition, there are 3 students that disagreed. Nevertheless, by looking at the diagram we see that the majority of students felt motivated while using podcasts.

There are 10 students (40%) who strongly agreed with a statement “I reckon podcasts have been useful in learning vocabulary” and 8 students (32%) agree. Then, students (24%) neutral and students (4%) disagree. It can be concluded that 82% of the students notice that podcasts have been useful in learning vocabulary.

There are 5 students (20%) who strongly agree with the statement “I would recommend my friends to use these given podcasts” and 10 students (40%) agree. Then, 9 students (36%) neutral and 2 students (8%) disagree. It can be concluded that 60% of the students will suggest using podcasts for friends.

There are 6 students (24%) who strongly agree with a statement “Before I watched podcasts, the vocabulary knowledge I knew was less than 50 percent.” and 10 students (40%) agree. Then, 6 students (24%) neutral and 3 students (12%) disagree. It can be concluded that 64% of the students agree that podcasts increase their vocabulary.

There are 10 students (40%) who strongly agree with the statement “Rather than podcasts, I would prefer books to learn new vocabulary” and 8 students (32%) agree. Then, 5 students (20%) disagree and 1 student (4%) strongly disagree. It can be concluded that most of the students prefer reading books, rather than podcasts.

There are 25 students (100%) who strongly agree with the statement “I have watched all these podcasts before this research”. It can be concluded that 100% did not use podcasts before.

Interview analysis

Having interviews with three different teachers have given so many opinions and answered most of the questions. In the end of the interview, it was easier to look at the experiment from the perspective of the teachers. What is inferred from the first question is that three of the teachers find BBC podcasts useful for several reasons. Secondly, after all the effort on exercises of BBC podcasts with the learners, students had shown improvement in many ways such as vocabulary knowledge and pronunciation skills. Finally yet importantly, teachers mentioned the limitations of this method. For example, it is

a listening exercise but not all learners are lingual learners. Not all learners learn by listening, some are learning better while writing. This is the first restriction of this method. Secondly, Learner is unable to ask questions or clarify information being presented. Thirdly, BBC podcasts are online material that is why it requires internet connection however, we never know if students will have access to the internet at home for them to practice or in case of internet loss, the teacher will not be able to conduct the exercise. Overall, efficient feedback was collected by the participants.

At every grade level and in every discipline, teachers must know what the students know in the beginning and in the end. The only way to make this determination is to use pre-test and post-test. Before researchers started practicing BBC podcasts, learner's knowledge was tested using pre-test. This pre-test includes basic English skills. Researchers paid so much attention that the test is not over learner's knowledge. Learners showed 71% success in the beginning. This percentage shows how good learners' vocabulary is and how the other casual listening audios help them learn vocabulary. It was attempted to increase this percentage as much as possible by using BBC podcasts. Researchers thought that BBC podcasts would help them learn much more vocabulary. All the exercise of BBC podcasts not only enhanced students' vocabulary knowledge, they also improved learners' motivation and pronunciation skills. The percentage of their success in the post-test. To conclude, learners learned more vocabulary by using BBC podcasts than the other ordinary listening podcasts.

Recommendations and Conclusion

Recommendations

First, the recommendations coming from the teachers is that they require the administration of the school to spare more time for BBC podcasts. Because they think, they are supposed to finish the book in a term and the other audios of the book take so much time that there is barely time for using extra sources.

Second, researchers concluded from the response of the teachers that students should have an internet connection so that they could practice what they have learnt in the lesson or even they can be prepared for the next listening practice in advance.

Third, the students that researchers are teaching are not varying from young learners to old learners. That is why it is important to choose the content

of the podcasts. Teachers should make sure that the content of the podcasts are the interests of the learners.

Finally, the researchers suggest that vocabulary is what makes a language exist and they have to be paying more attention to this. There are many ways of learning vocabulary and cannot just stick to one or two ways. Podcasts are attracting learners' attention more and they are helpful in terms of gaining motivation, gaining attention, improving listening skills, fixing the pronunciation and learning more vocabulary.

Conclusion

BBC podcasts are listening audios that provide learners with both verbal and visual. That is a more intimate way of learning through podcasts rather than simple listening audios. The site of BBC provides learners with currently downloaded podcasts. Because it will be connected to the internet, the new podcasts will be downloaded automatically. Learners do not also cost any waste of paper, print and postage. Because researchers thought learning vocabulary is crucial whilst learning a language and the best way to learn vocabulary is through BBC podcasts that is why researchers wanted to prove that BBC podcasts are much more beneficial for learners to learn vocabulary. It was experimented with how much the students working with ordinary listening audios and students working with BBC podcasts will show improvement in terms of vocabulary during the 6 weeks of practice.

To answer the first research question: "To what extent is using podcasts effective in learning vocabulary?" The researchers conducted pre-tests and post-tests to all students so as to identify their knowledge of vocabulary in the beginning of the experiment and in the end. The comparison that will be done at the end of the practice will show how much students have improved. As shown above, the graph shows how much students have shown improvement, according to the graph the group that worked with BBC podcasts had 71% of success in the pre-test and 85% of success in the posttest. On the other hand. The group that worked with ordinary listening audios showed 72.56% success in the pretest and 75.08 that tells us that the group that worked with BBC podcasts showed more efficiency in learning vocabulary. To conclude because using BBC podcasts are more beneficial, it should be taking place more in the curriculum.

To answer the second question, "how convenient is using podcasts in learning new English vocabulary? In order to find out if these podcasts are

convenient, taking a look at the questionnaire and the interview that was conducted with the students and the teachers is a must. In chapter 5, the 3rd question of the questionnaire, students are asked to rate the convenience of these podcasts. Researchers asked learners whether they could use it anywhere they want or not. Participants were supposed to rate the statement with strongly disagree, disagree, neutral agree and strongly agree. 48% of the participants chose to agree. 5th statement of the questionnaire with the percentage of 48 said agree, 6th statement of the questionnaire with the percentage of 36 said agree. When researchers look at the interview of the Teacher 1, the answer of the second question tells more things about the convenience of the BBC podcasts. She said going out her curriculum plan is sometimes hard since she also has many things to do. However, she adds, it would be more convenient if it was implemented in the curriculum.

To answer the 3rd question “what are the restrictions of using BBC podcasts in learning?” In order to figure out the restrictions of using BBC podcasts,

it is needed to look at the interview part. The third answer of Teacher 2 says; it is easier to conduct an ordinary listening audio hence they are all located inside the book and what you have to do is to tell students to open their book and play the audio. However, when it comes to BBC podcasts, it takes more time to conduct the listening exercise and you have to download the podcasts so that students would not listen to them at home. Finally yet importantly, a school in which there is no internet connection will not be able to use this facility hence BBC podcasts require internet connection wherever you are.

By concluding all the results, because most of the education institutions are adapted to 21st century skills, researchers believe these BBC podcasts are useful in most of the places of the world. Even though there are limitations, advantages of these approaches dominate the limitations.

The tests that researchers had conducted with the learners had so much more improvement than ordinary listening audios, for both Kazakhstani and for other English learners, this method will be beneficial.

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