

Chapter 7

Genesis, Development, and Future of Two Exemplary Podcast Courses in a Higher Educational Institution: How MALL Can Assist ELLs

Jaime Selwood
Hiroshima University, Japan

ABSTRACT

This chapter focuses on the pedagogical and linguistic benefits that podcasting offers language learners in a world that is becoming increasingly centered around mobile technology. The huge growth in the number of mobile devices owned, the expansion of the mobile internet, and the development of cheaper ways to access online information offers both learners and instructors an ideal opportunity to access specifically prepared content whenever and wherever it is convenient for them to do so. Language learning should be much more than just acquiring knowledge in a traditional academic setting such as a classroom or within a tightly structured and controlled language course. Therefore, this chapter will conclude with a detailed analysis of how podcasting can empower learners to move away from traditional settings and attitudes to language acquisition by individualizing the learning process.

DOI: 10.4018/978-1-5225-3223-1.ch007

INTRODUCTION

There is a widely available cartoon that portrays a world-weary teacher sitting behind her desk at the front of a classroom. On the whiteboard behind her are some instructions for her young students to follow. A student has approached her desk in an agitated state whilst the teacher, her eyes peering down and her arms folded, waits for the student to give his excuse as to why he had not completed his homework for class. The caption reads: “Had you subscribed to my podcast, you would have learnt that my dog ate my homework”. It is an old joke with a neat 21st Century technological twist, but what is interesting is not that cartoon is a re-imagining of a common educational joke – a student’s unoriginal attempt to explain lack of homework – but that it highlights how podcasts have become a part in everyday life (Rosell-Aguillar, 2007).

As technology continues to influence how English is both taught and studied at all levels of education, podcasting offers those willing to embrace mobile technology an ideal opportunity to access high-quality, specially prepared content in a situation and location ideal to their choosing. Podcasting has the potential to be cheap, beneficial and most importantly – a widely available portable learning tool that can be accessed by language-learners whenever, wherever and however it is convenient for them to do so.

Language learning should be much more than just acquiring knowledge in a traditional academic setting such as a classroom or within a tightly structured and controlled language course (Laurillard, 2002). Therefore, podcasting can also help to empower learners to move away from traditional settings and attitudes to language acquisition by individualising the learning process.

This chapter will outline how podcasting can be a positive and integral part of the learning process, both as part of an institutional organised programme or through the motivational desire of an individual language-learner. The development of podcasting and mobile technology will be introduced with a particular focus on the ‘game-changer’ moments which have offered the potential for podcasting to become a widespread, cheap and convenient tool for language-learners and instructors. The many positives as well as some potential negatives of podcasting will be highlighted to show how it could be an incredibly useful tool, if used correctly, within any pedagogically-sound language-learning process.

BACKGROUND: WHAT ARE PODCASTS?

A podcast is, simply put, the result of mashing together two English words; ‘pod’, which comes the word *iPod* (Apple’s portable audio-player) and ‘cast’ which

23 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/genesis-development-and-future-of-two-exemplary-podcast-courses-in-a-higher-educational-institution/210756

Related Content

Learning Models and Strategies and the Constructionism in Modern Education Settings: With Applications in Modern Learning of Biology

Mariana. Iancu (2018). *Learning Strategies and Constructionism in Modern Education Settings* (pp. 197-222).

www.irma-international.org/chapter/learning-models-and-strategies-and-the-constructionism-in-modern-education-settings/207953

Partnerships between University and Adult Education Providers

Maria Martinez Witte, Azzam Abd-El Naby Ahmed and James E. Witte (2013). *Handbook of Research on Teaching and Learning in K-20 Education* (pp. 267-280).

www.irma-international.org/chapter/partnerships-between-university-and-adult-education-providers/80291

A Systematic Review on the Influence of Virtual Reality on Language Learning Outcomes

Xinjie Deng and Zhonggen Yu (2022). *International Journal of Online Pedagogy and Course Design* (pp. 1-18).

www.irma-international.org/article/a-systematic-review-on-the-influence-of-virtual-reality-on-language-learning-outcomes/302083

Measuring Flipped Learning Results

(2018). *Extending the Principles of Flipped Learning to Achieve Measurable Results: Emerging Research and Opportunities* (pp. 53-83).

www.irma-international.org/chapter/measuring-flipped-learning-results/186422

Integrating Educational Board Game in Chinese Learning Environment to Enhance Students' Learning Performance and Flow Experience

Ju May Wen, ChunHung Lin and Eric Zhi Feng Liu (2019). *International Journal of Online Pedagogy and Course Design* (pp. 31-43).

www.irma-international.org/article/integrating-educational-board-game-in-chinese-learning-environment-to-enhance-students-learning-performance-and-flow-experience/236167