

Podcast Potential: Podcasting at Japanese University

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Podcasting is a cheap, beneficial and portable technology that offers language learners the opportunity to download and listen to specially prepared content whenever and wherever it is convenient. With increasing numbers of mobile devices (smartphones, audio-players) owned by students, universities have a real and advantageous position to exploit podcasts for educational benefit. This paper is centred around one English language podcast – English News Weekly which is written and produced by Hiroshima University’s Institute for Foreign Language Research and Education. The podcast has been available to download weekly and free of charge since April 2012, with each episode focusing on a major and topical current event news story. This paper will conclude with the results from a survey of 234 students conducted at Hiroshima University.

BACKGROUND

What are Podcasts?

Simply put, a podcast is the ungainly result of the combination of two words; ‘pod’ originating from *iPod* and ‘cast’ from *broadcast* (Dial, 2012) A podcast is traditionally defined as an audio broadcast, similar to a radio programme distributed via the Internet. Podcast creators generate digital-media files and then upload them to a website or an audio-playback programme such as iTunes that allows users the opportunity to listen directly or at a later time (Caden, 2009). This playback facility allows the podcast listener the choice of storing the audio content on a portable mobile device such as a smartphone (touch-screen mobile phone) or an audio-player that allows them to listen whenever and wherever they wish to do so.

The term podcasting is often used to refer to any type of audio or visual content distributed on the Internet. However, to be classified as a podcast the published material needs to have a common central theme whilst being available episodically over a regular period of time (Deal, 2007). RSS feed technology and iTunes have become significant factors in the access and distribution of podcasts as this allows the user to streamline which podcasts they wish to access on a regular basis. This technology allows the user to subscribe to a podcast which results in additional episodes being automatically downloaded to their portable mobile devices (Wikipedia, 2012).

How to Access Podcasts

Extensive ownership of portable devices which allows for audio content to be easily downloaded

and played has helped utilise access to podcasts whilst dramatically altering the landscape of technology supported learning (Kukulska-Hume, 2008). The simplest and most popular way to access a podcast (although not exclusively) is the combination of Apple's iTunes software and their iPod or iPhone mobile device hardware (Savel, Goldsetein, Perencevich & Angood, 2007). Individual podcasts can be found in the iTunes store where one just needs to click on the "subscribe" button and then access the Internet via a computer or their mobile device. Once attached with an Internet connection the updated podcast programme will automatically be downloaded to the mobile device (Li, 2010).

Apple's iPod device currently dominates the audio media-player market with 350 million iPod units sold as of September 2012 (Statisticbrain, 2012). However, the growing availability of connection to the Internet via any Smartphone device also allows for any mobile device with the appropriate software to access and download podcasts from the iTunes store. Figures indicate that in Japan 98 million people, or 81%, are mobile internet subscribers (Selwood, 2012). These figures show that in Japan access to the Internet via mobile devices is extremely high, which allows users to download and listen to a podcast when it is convenient for them, *anytime or anywhere* (Geddes, 2004).

The aim of this paper is to show how English language podcasts can assist instructors and learners at a Japanese university by highlighting the results of a survey conducted at Hiroshima University that indicate a desire by students to access quality language learning material. However, conclusions must not be made solely from analysing the results of one survey conducted at one university. Therefore, before focusing on the results of the survey, it is important to clarify how podcasts have been previously developed using pedagogically sound educational theories.

Podagogy

Although podcasts are readily available, cheap to produce and easy to access, this does not mean that they are necessarily educationally beneficial. Podcasts must be based on pedagogically sound principles that adhere to applied linguistic findings (Lauer, 2009). Many podcasts are produced without a clear linguistic goal or fizzle out after only a few episodes. Podcasts, especially those produced through an educational institution, have the power to focus attention and assist learners to acquire useful language content and assist in processing complex information (Bishop, Amankwatia & Cates, 2008).

Traditionally podcasts that were developed through educational institutions were simply recorded lectures uploaded to a central server (i.e. a university homepage) that allowed students to access the lecture content and listen whenever convenient. Yet minimal effort is required for content production and publication and so this simplistic approach has received criticism with studies to date providing little effect, either positive or negative, on a learner's ability to improve their language capability (Deal, 2012).

The major concern with lectures published as podcasts seems to be the detachment of learners from active learning. Without engaged participation in the learning process, learners become detached and focus on the '*objective and literal*' interpretations of knowledge (Dobozy, 2007). Another criticism has highlighted two concerns relating to student participation and interaction. Will students continue to listen for an entire course? Will students just simply download the audio content and not attend the lecture in person, thus missing vital additional information? (Chan & Lee, 2005). There is a clear limitation with the role of podcasted lectures, although as a tool the learner can use it to reinforce their understanding of the content, but crucially this approach has a limited impact on the learner (Elliot, King & Schutter, 2009).

Podcasts that are not purely recordings of lectures (those not directly linked to a particular course) can also create a passive learning environment for the learner, particularly in content heavy courses or for those students with a demanding timetable (Carpenter & Gordon, 2001). The result is that the learner remains a passive participant focused on the audio content alone with no direct interaction with the material (Palmer & Devitt, 2007). However when podcasts are combined with active learning strategies such as pausing and reflecting whilst also connecting the learning process to previous acquired knowledge, students can experience positive learning benefits (McKinney, Dyck & Luber, 2008).

There is a strong perception that learners need to be fully integrated in a synchronous learning environment to fully benefit from the learning process. Theorists are increasingly directing their attention to learning as something intangibly social and that direct interaction between learner and instructor is the vital element (Mitchell & Myles, 2004). Yet while interaction is helpful, it is not indispensable and students can learn successfully through an asynchronous learning process (Ellis & Hafner 2008). Modern social networking software such as blogs, Facebook and Twitter can also allow for indirect interaction between learners and instructors. Many podcasts are now accompanied with blogs, (Lauer, 2009) social networking sites, Wikis and even smartphone apps that can further help integrate podcasts within the learning process.

Language-based podcasting is becoming more frequently adopted as an evolving scholastic approach as educational institutions look to exploit the technological abilities of the current generation of students who are often termed the 'Net Generation', 'Millennial Learners' (Maag, 2006) or 'Digital Natives' (Preskey, 2001). This notion of language acquisition that allows learners to choose how, when and where they study English (Selwood, 2012) is also compatible with chunking theory or augmented learning. The compatibility of these theories with podcasting is built on the ability of each podcast episode to be connected with a particular theme such as the Japanese General Election or the London Olympics. Learners can then make a direct connection between the language taught in the podcast and each episode's particular theme.

The field of M-Learning has become more prevalent in recent years, with one of the most

popular aspects being the use of language podcasting. Although clear problems exist, the battle between different operating systems within smartphone technology is potentially the biggest and most disruptive (Wang & Higgins, 2006). Other issues include mobile internet access, memory, screen size, cost and learners views that define mobile devices as fun gadgets and not study tools (Selwood, 2012). However, clear advantages do exist as M-Learning devices can provide convenience of access, flexibility, portability and repetition to language learners (Jowitt, 2008) (Corbeil & Valdes-Corbeil, 2007).

Perhaps most significantly of all, M-Learning devices, (smartphones, tablets or audio media-players) have widespread ownership amongst the university student body (Selwood, 2012). Therefore these portable devices can impact positively for the auditory learner (Molina, 2006) whether they are highly-motivated or a slower paced-learner (Sloan, 2005).

Podcasts can clearly be highly beneficial to secondary language acquisition but research indicates that technology is most effective when it is thoughtfully integrated with a clear purpose and rationale for its instructional use (Copley, 2007). The effectiveness of podcasts is that they can provide authentic materials whilst at the same time giving control to students as to how and when they choose to access the materials they listen to. As Lauer (2009) concludes, 'these factors are very motivating' for the English language learner.

THE PODCAST

The Origins of English News Weekly

The origins of Hiroshima University's English News Weekly podcast were formed around a single semester English course titled Media-Listening, taught by the author at Hiroshima University. The focus of the course was to teach undergraduate non-English majors reading, listening and vocabulary in English by using current news events as the main framework of the course. Each individual instructor could determine the materials used in their classes, but textbooks could not be truly 'up-to-date' and so even the most recent publication contained news events that were anything but current. The result was that students became disengaged with the course content and so to solve this problem the author started to create his own materials that were based on news events from the previous seven days. (for each class)

The popularity of this approach could be seen by the positive course scores shown both in the official Hiroshima University 'アンケート' (student course evaluation form) and an in-course feedback questionnaire conducted by the author. Over the duration of five years the Media-Listening course taught by the author developed to include audio content that was recorded by the author and presented as if on a radio news bulletin. Printed materials accompanied the audio content so to provide further context and understanding for the university students. Learners were also encouraged to assist in choosing which news events were to be included in the course, allowing for a far more personalised and engaged approach to the learning process.

The Development of English News Weekly

English News Weekly is designed for English language learners aged 16 and above. By this age it is assumed that learners have been engaged in learning English for a minimum of four years and so have been exposed to some English grammar and vocabulary. As the podcast is also based on current news events, occasionally the subject matter can include details of a more controversial nature (*Death of Osama bin Laden, Football Violence*) as it is believed that this is an age that would be able to cope with exposure to such content.

Hiroshima University's English News Weekly podcast is released every Friday as a free 15-minute (approximately) audio podcast that can be downloaded through the podcast homepage or via iTunes, the world's most popular audio playback programme. This allows for the podcast contents to be easily accessed via handheld mobile devices such as smartphones, iPods and tablets. Each podcast episode is entirely written by the author, although suggestions from learners and instructors are encouraged. They are produced and uploaded by Kazumichi Enokida who is also responsible for the maintenance of the podcast's homepage. On average each podcast episode takes between six to eight hours to write with an additional 25–40 minutes required for recording.

Also available to download free of charge is an accompanying PDF that contains the script for the podcast plus additional exercises not contained on the audio production. The reason for additional material on the PDF is to allow the learner, or another instructor, to choose how they wish to engage with the podcast material. Thus the podcast can be experienced either by listening, as a combination between listening and reading or purely as a reading exercise. With the continued advance of technology, M-Learning devices such as smartphones or touch-screen media players also provide the necessary software, such as Apple's iBooks App for learners to download the PDF direct to their mobile device. This allows for greater freedom of choice as to when the learner engages with the podcast material.

As an additional avenue to engage with the podcast listeners and to exploit the popularity of social networking sites, English News Weekly also created Facebook and Twitter homepages (www.facebook.com/ENW1975) (www.twitter.com/ENW). The Facebook site is particularly popular as it allows listeners to interact with the author providing useful feedback and suggestions on the podcast contents. The Facebook site also allows for the podcast publishers to provide additional information and links to video / audio content that can further assist in understanding the episode's topic.

Although aimed at Japanese learners of English the podcast has attracted listeners from other locations around the world. This is where the podcast's Facebook page has been particularly useful as it has allowed language listeners and instructors from countries such as India, South Korea, Germany, Spain, Malaysia and Canada to express their interest in the podcast

contents as well as suggest potential episode themes.

A further strong indicator of the growing popularity of educational English language learning podcasts can be found in the weekly iTunes Podcast Charts. This lists the most popular podcasts downloaded in the previous week and the Japanese Educational Chart is continually topped by a podcast designed for English Language learners (Apple iTunes Chart Website, 2012). Indeed four of the top ten downloaded podcasts in Japan in the Overall Weekly Chart are English language learning podcasts.

English News Weekly Content

The host of the podcast is the author, thus the audio content is delivered with a British English accent. However, the language contained within the podcast PDF is not restricted to British-English with English vocabulary from Africa, Australasia, North America, the Caribbean, Asia and Europe having been included in podcast episodes to date. Following applied linguistics theory the English presented in the podcast is fashioned in 'real life' as much as possible. For example an episode would highlight slang or colloquial phrases ('flicks' = movies), that emphasise national and regional English language differences.

Each podcast episode follows the same format, delivered entirely in English and detailed in [Appendix A](#) and [Appendix B](#), so as to create for the listener a comfortable, familiar feel with the importance of hearing authentic language use at its central core.

As addressed earlier the podcast is designed to provide the learner or instructor as wide a choice as possible as to how they wish to engage with the podcast. Therefore, by providing both audio and PDF activities the podcast listener has the choice of how many of the activities they wish to complete or not complete. This empowers the learner and allows them to centre themselves at the heart of their own learning process.

The aims of both parts of the podcast production, both audio and PDF, is to provide the learner with key language relevancy that allows them to have an understanding of both the content and the theme of the main segment of the podcast – the news story. Activities **A1** and **A3** are devised to stimulate listener awareness of each episode's topic. Whilst activities **A3** and **A4** have been devised to reinforce key information and useful vocabulary from the news story to further imbed the information in the listener's memory.

The PDF part of the podcast's aim is to both reinforce the episode's vocabulary and additionally provide further assistance to the learner, so they can better understand or even if they so desire, expand their engagement with the episode's activities. Some weaker students may wish to have the comfort of reading the script whilst listening and so the PDF option allows them to make this choice. Alternatively, stronger students can choose to complete the

additional activities provided in the PDF. Activities **A1**, **A2**, **A3** and **A4** all have supplementary questions omitted from the audio broadcast. Whilst activities **Pre-Listening 3**, **English Extra** and **Writing** provides more difficult exercises that aim to develop language capability for stronger or more confident learners.

Each podcast theme is perhaps the most difficult decision of each episode's development. In this, the initial development stage of the podcast the topic of each week has been usually chosen by the author. As one of the stated aims was to provide opportunities for learners to understand themes they previously might know very little about, the topic of each week's episode rotates between a Japan-based story ([ENW Episode 56: Japan Goes Nuclear Again](#)) and one from around the world ([ENW Episode 21: Saudi Women Given the Vote](#)). Also, an attempt is made to mix serious topics ([ENW Episode 17: Japan Prime Minister Quits](#)) and the less serious ones ([ENW Episode 2: The British Royal Wedding](#)).

As a further desire to make the podcast topic reflect the 'real-world', when the author is outside of Japan for a period of time the episode themes are connected as closely as possible to the country that the author is in. Therefore, when the author was in Paris ([ENW Episode 44: ENW in Paris!](#)) that episode centred on topics from Paris. These 'special' podcasts are also recorded outside and on-location, rather than in a studio and so the listener can be made aware that the podcast themes and language content are anchored in the 'real world'.

To promote listener autonomy the podcast has regularly asked for episode topics to be chosen by the listeners. As the majority of the listenership is Japan-based, these topics have usually had some Japanese connection. For example, [ENW Episode 52](#) was opened up to the listeners with the decision that the three most requested news stories would be chosen and then adapted by the author into that week's podcast. Of the three most popular choices only one included a story directly connected to Japan – that of the country's women's volleyball team qualifying for the London Olympics. The other two stories were about the Middle-East and Europe, which indicates learners interest in themes outside of their own cultural backgrounds.

The podcast does not direct itself towards any level, and attempts through the activities and themes explained above to offer itself to as wide an audience as possible. The audio content is limited to 15 minutes to allow the listener to repeat and review the content as many times as they wish to do so. A longer podcast running time would not allow for this and a shorter time would not provide enough time for the listener to engage fully with the themes and language of each episode. However, to appeal to both stronger and weaker listeners the main audio content, the news story is read twice in each episode. The first time (**1st Listening**) is a slower pace for less confident or weaker learners and the second time (**2nd Listening**) is read at a faster pace that would be normal for a native speaker to deliver.

METHOD

In October and November 2012 a blind sample survey in English regarding student podcast awareness was conducted at Hiroshima University amongst 234 undergraduate students (120 males, 134 females). Respondents were first-year and second-year students, non-English majors from various faculties at Hiroshima University. The classes were all of mixed ability, with a broad range of TOEIC scores and all the students were members of eight classes taught by the author. The survey questionnaire was written, distributed, collected and analysed by the author. Purposeful sampling was used in order to gain a wide range of data relating to podcasting, and it is hoped that this process will be developed and refined in the future.

The survey's aim was to provide a better insight into how podcasts were used, if at all, by Hiroshima University students. It was hoped that a better understanding of student podcast usage would provide useful data for instructors so they could learn how to utilise podcasts better for the benefit of their students' approach to language acquisition.

The survey questions used in the questionnaire are detailed below:

1	Male / Female	3	Age: _____		
2	Faculty: _____	4	Year: <u>1 / 2 / 3 / 4</u>		
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5	Do you own a Smartphone? (iPhone / Android etc.)			YES	NO
6	Do you own an audio media-player (iPod/Zune/Walkman etc.)?			YES	NO
7	Do you own a Tablet (iPad / Samsung Galaxy etc.)?			YES	NO
8	Do you have iTunes?			YES	NO
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9	Do you listen to any non-English podcast regularly (weekly)?			YES	NO
10	Have you listened to any 広島大学 podcasts?			YES	NO
11	Have you listened to:				
	広島大学 English News Weekly?			YES	NO
	広島大学 English Podcast?			YES	NO
12	How often do you listen to these 広島大学 podcasts:				
	広島大学 English News Weekly				
	<u>Never / Once a Month / Every Week / 3+ times a Month</u>				
	広島大学 English Podcast				
	<u>Never / Once a Month / Every Week / 3+ times a Month</u>				
13	Do you listen to any other English language podcast?			YES	NO

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14	Have you visited any 広島大学 podcast website?			YES	NO
15	Do you think podcasts can improve your English?			YES	NO

The students were given a questionnaire containing 15 questions which was divided into four segments relating to: *General Student Information, Mobile Device Ownership, General Podcast Awareness* and finally questions connected to *Hiroshima University's two English language podcasts*. Most of the questions on the survey required simple YES/NO answers, however three questions did provide an opportunity for a more expansive detailed answer, although most students declined to do so.

RESULTS

The first notable result was the growth in ownership of smartphones since a survey conducted on mobile device ownership by the author in October 2011 (Selwood, 2012). In that survey only 31% (87/290) of students owned a smartphone, this has now doubled in number to 63% (148/234). The results concerning tablets also highlighted the small overall ownership number; although in comparison to the survey results from 2011 there has been a modest increase from 1.5% (5/290) to 7% (16/234). These results do indicate an increased number of students who own Smartphones and therefore would be able to use podcasts and mobile-device technology as part of their language acquisition. As Kukulsa-Hume and Shield (2008) conclude using mobile devices can be tools that can be *"potentially available anytime and anywhere"*.

This first set of results also showed a very high number of students who owned portable audio-player devices. Of the 234 students surveyed 75.5% (177/234) answered they owned an iPod or other media-player brand. When analysing the data from the survey the results showed that only 10% (24/234) of students did not have access to a mobile-device that allowed them to download and then access podcasts. This is a very encouraging figure as it strongly indicates that an increasingly high percentage of students possess the technology capable of accessing podcasts via portable media mobile devices.

Although the first set of results provides encouragement for podcast publishers there is a potential problem for those listeners who also wanted to access podcast PDFs through their portable media-devices. If the student does not own either a smartphone or a touch screen media-player then it is a complicated (and potentially fee-paying) process to download the PDF onto their device. However popular apps are available for any mobile device, free of charge such as *iBooks* that allows the learner to have any podcast PDF downloaded automatically with their audio podcast.

Table A

Total:	234	100%	<u>Own Smartphones</u>	
Males:	120	51%	YES:	148 63%
Females:	114	49%	NO:	86 37%
<u>Own Tablets</u>			<u>Own Portable Audio Media-Player</u>	
YES:	16	7%	YES:	177 75.5%
NO:	218	93%	NO:	57 24.5%
<u>Has iTunes installed?*</u>				
			YES:	131 56%
			NO:	103 44%
<u>Total Mobile Ownership</u>				
Smartphone Only:			104	44.5%
Smartphone & Media-Player:			106	44.5%
Neither Smartphone or Media-Player:			24	10%

*iTunes, although an Apple product, it is also available on Windows operating systems (O.S.) and is by far the most popular audio and video software programme available.

The next section of the survey focused on student’s knowledge of podcast publications, focussing particularly on podcasts produced by Hiroshima University. The data collected showed that only 31% (73/234) of respondents regularly listened to a non-English language podcast. Regularly was defined as listening to a podcast ‘at least once-a-month’. The numbers improved for English News Weekly which recorded 58% (135/234) of students who regularly downloaded and listened to the podcast. Of that 58% the most popular frequency for respondents to download and listen to English News Weekly was ‘*Once a Month*’ which recorded 71% (95/135). This was followed by ‘*3+ Times a Month*’ with 20% (27/135) and ‘*Every Week*’ with 9% (12/135). However, 42% (99/234) of those sampled declared that they have never listened to even one episode of English News Weekly.

The extremely low numbers recorded for students listening to other English language podcasts with only 11% (27/234) shows that more is required by podcast publishers to promote their products and engage language learners. These results, although clearly from a tiny sample pool, indicate that students are still not fully aware of the potential for language improvement that pedagogically sound podcasts can offer.

Table B

<u>Have Listened to Non-English Language Podcast Regularly</u>			<u>Have Listened 広島大学 ENW Podcast</u>		
YES:	73	31%	YES:	135	58%
NO:	161	69%	NO:	99	42%
<u>Have Listened to 広島大学 English Podcast</u>			<u>Listen to other English Language Podcast</u>		
YES:	35	15%	YES:	27	11.5%
NO:	199	85%	NO:	207	88.5%
<u>How Often do you Listen to 広島大学 ENW Podcasts?</u>					
Never:	99/234	42%			
Every Week:	12/234	5%	(12/135	9%	
Once a Month:	95/234	41%	(95/135	71%	
3+ Times a Month:	27/234	12%	(27/135	20%	

The final set of results shown below in Table C provides some optimism for the future development of podcasts, especially at a university level. 80% of respondents (186/234) had visited a Hiroshima University podcast website to peruse or download and access materials. Respondents gave an even stronger response when asked whether language podcasts could improve English ability. Of those surveyed 88% (206/234) answered that they believed this would be the case.

Table C

<u>Visited any 広島大学 Podcast Website</u>			<u>Listening to Podcasts Will Improve Your English</u>		
YES:	186	80%	YES:	206	88%
NO:	48	20%	NO:	25	11%
			Don't Know:	3	1%

Finally, as with any survey of this type, the above findings have certain limitations. Firstly, the number of students is small, only 234 (2%) out of a total of 11,300 undergraduate students (Wikipedia, 2012). Secondly, all of the respondents were from the same university and all were taught by the author in one of eight weekly classes. Thirdly, and this would be a concern with any sample survey, respondents might have wanted to impress the author (their teacher). This could not have been the case as no identification was asked for and the survey form was placed in an envelope unobserved by the author. Lastly students still define podcasts as an educational extra, rather than as an integral part of their learning process, they still need to be prompted before they are willing to access the podcast materials.

CONCLUSION

Podcasts and portable media devices clearly have both limitations and opportunities in their ability to engage language learners. The sheer total of mobile devices in Japan, a nation whose

government is pushing for a higher proficiency of English amongst its population, provides an opportunity for podcast producers to harness ownership with the convenience of 'anytime, anywhere' learning.

Learner engagement is clearly the biggest obstacle as the numbers in this survey and other similar surveys attest to (Elliot, et al 2009) (Lauer, 2009). This learner engagement can be divided into two separate areas. The first revolves around the technology required to access the podcast. Although many language podcasts are free as is the software (iTunes) the mobile device itself is not. Smartphones, tablets and media-players are not inexpensive nor is Internet access always viable due to signal strength or the requirement of payment before gaining access. Yet the already high percentage of Japanese students who own media-players and the growing number of those that possess smartphones indicate that this issue, in Japan at least, maybe a decreasing concern.

The other issue to face podcast produces is content – what themes and language should be covered in their podcasts. Each podcast must be pedagogically sound whilst focusing on language that is cemented in real life and thus highly beneficial to the learner. The relative ease in which a podcast can be produced is a notable plus, but this naturally must not reduce the appropriateness of the content. Podcasts should be entertaining and informative, but they must also follow sound pedagogically findings which are based on applied linguistic approaches.

Podcasts provide a clear opportunity to combine existing high ownership of mobile devices with content that provides learners with necessary language skills. The popularity of language podcasts, especially in Japan, can be found in the iTunes Podcast Chart (counts the number of downloads each podcast has every week). The most popular downloaded podcast in Japan each week is an English language podcast that prepares students for the TOEIC test (Apple iTunes Chart Website, 2012). The full potential of podcasts for both educators and learners has yet to be reached and further research is necessary to understand and overcome additional problems that currently hinder English language podcasts.

Appendix A

ENW Podcast: Audio

- Brief Introduction of topic with 2 warm-up questions.
- 'A1' Pre-Listening topic set-up with 6 questions with multiple-choice answers.
- '1st Listening' of News Story which is spoken at slow pace for lower-levels.
- 'A2' Comprehension Check with True or False statements.
- '2nd Listening' of News Story which is spoken at normal speed for higher levels.
- 'A3' Comprehension Check with 6 questions relating to the news story.
- 'A4' A 30-second listening exercise with additional information to reinforce the main topic.
- 'Vocab Extra' A link to an extra vocabulary activity available in the PDF.
- 'Answers'. The answers to all the activities within the podcast are given here.

Appendix B

ENW Podcast: PDF

- Warm Up 1'. Odd word out game that provides the learner with four words, three of which are connected to the podcast topic.
- Warm Up 2'. A word association activity encouraging learners to think more about what the topic theme could be about.
- Warm Up 3'. A mix and match activity that provides the learner with further details related to the episode's theme.
- Warm Up 4'. A multiple choice quiz. The first 6 questions can be found as **A1** on the podcast.
- 2nd Listening of News Story which is spoken at normal speed for higher levels.
- Pre Listening 1'. Can be completed as a reading activity. An exercise which takes 1 paragraph from the news story, but mixes up the sentence order.
- Pre Listening 2'. True or False statements that can be found as **A2** on the podcast.
- Pre Listening 3'. A vocabulary exercises. 10 words are chosen from the news story and students must match with its correct antonym or synonym.
- Listening'. The news story and the base to which the other activities are centred around. Can be found as **1st Listening** and **2nd Listening** on the podcast.
- Post Listening 1'. Comprehension Check with 6 questions relating to the news story. The first 6 questions can be found as **A3** on the podcast.
- Post Listening 2'. A further comprehension check with 5 answers taken from the news story. Learners are required to create a plausible question to fit the answers.
- English Extra I'. An activity that focuses on a particular grammar or vocabulary that have been used in Listening.
- 7 to Chinwag'. 7 questions to stimulate discussion relating to the podcast episode's topic.
- Writing'. An opportunity for the learner to write about the episode's topic.
- And Finally'. A brief paragraph with additional information and two missing words. Both words are to be found in Listening. Can be found as **A4** on the podcast.
- Visual'. Links to video clips that can be accessed by the learner to further their understanding of the podcast topic.
- Answers'. All the answers to all the activities in the PDF.

English News Weekly Podcast Links

For further information relating to ENW podcast episodes, see the following sites:

<http://pod.flare.hiroshima-u.ac.jp/cms/enw.php>

<http://twitter.com/#!/enwpodcast>

<https://www.facebook.com/ENW1975>

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要 約

ポッドキャストの可能性：日本の大学におけるポッドキャストイング

Podcast Potential: Podcasting at a Japanese University

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ポッドキャストは、語学学習者が場所や時間をえらばず学習用に作成されたコンテンツを簡単にダウンロードしそして持ち歩けるという、低コストで学習上有効なテクノロジーである。スマートフォン等の多機能携帯端末を所持する学生数が増加している背景もあり、大学は教育用のポッドキャストを利用する場として最適な環境であると言える。本稿は、広島大学外国語教育研究センターで作成・配信されているEnglish News Weeklyに焦点をあてる。このポッドキャストは、2012年4月より無料でダウンロード可能であり、最新の重要な時事ニュースをとりあげ毎週更新されているものである。また、ポッドキャストの内容とともに、広島大学の234名の学生を対象に行われた調査の結果についても考察する。