



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



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**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ**

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БАЯНДАМАЛАР ЖИНАҒЫ**

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студентов и молодых ученых
«Наука и образование - 2018»**

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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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no longer be the main emphasis.

Bringing about these changes also requires that teachers have a strong knowledge base in regards to these new literacies and best methods needed to engage all students regardless of cultural background or skill/achievement level – teaching strategies need to be in place for ELL's, struggling students, high achievers, and students from all ethnic and economic backgrounds (a teacher can only teach what he or she knows well – this holds true with critical thinking and new literacies just as it does with math and science). The teacher also needs to believe that these new literacies are important and that there is a need for them to be an integral part of the modern classroom – if he or she places little or no value on new literacies, they won't be successfully taught and the students will not see learning about them as relevant/important in relation to their lives.

In many cases, teachers need strong support and training in order to successfully incorporate new literacies into their curriculum (he or she may not be aware of these technologies or specific aspects of the technologies) – some of this support may very well come from the students themselves. If teachers are not comfortable with new literacies, they will need to step out of the confines they are used to in order to use these literacies in ways that make connections to the lives of their students. The teachers must additionally have a strong understanding of popular culture (what the students are interested in) and ways to use pop culture and technology to engage the students.

Creating a more interactive, collaborative based learning environment will aid in allowing students to work with their peers as well as with the teacher. This type of atmosphere encourages students to immerse themselves deeper in their work, making it more personal (bringing in connections to their lives outside of school) as well as work and communicate with other students (the importance of teamwork and peer input). When the students work together collaboratively, they place themselves in the role of a teacher, enabling them to take more ownership of their learning.

It is vital that educators impart skills relevant to the current forms of technology, digital literacies, as well as the critical thinking skills necessary to successfully use and these forms of media. In conjunction, professional development needs to become much more of an ongoing reality in order to make sure teachers have the necessary skills to not only use these new technologies, but methods to teach and use them in ways that engage the students (incorporating aspects of student's lives, interests and experiences). In direct correlation, standards and assessment must reflect these new technologies and ways of thinking.

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PODCASTING AS THE WAY OF RECREATING A FOREIGN LANGUAGE TEACHING

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In the century of technological progress English teachers have to look for new methods of

teaching a foreign language through multimedia and interactive technology. The use of podcasts in the Foreign Language Teaching (further FLT) as one of the types of multimedia learning is increasingly gaining popularity today, which makes the research on this topic of current interest.

To begin with, the notion of podcast should be clarified. According to the New Oxford American Dictionary a podcast is a “digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio player” [1,102].

In other words, it is an episodic series of digital audio files that are created, shared and heard. Podcast can also be in the form of videos streamlined online, however, video podcast is known as vidcast or vodcast. And authentic podcasts as well as vidcasts in a foreign language can be used in teaching this language as the source of information and illustration of native speakers’ intonation and enunciation. For better understanding the production of podcasts and also for involving students themselves in creating their own podcasts, teachers can use podcasting in a classroom of English as the tool of recreating a foreign language teaching.

The other question regarding the reasons of using podcasts in FLT and the proof of its effectiveness in acquiring the language arises and can be outlined through thorough consideration. Beare Kenneth who studied the implementation of podcasts in English in his book called “Introduction to English learning Podcasts” clearly revealed its advantages. The most salient feature of podcasts is that they can be accessed easily and quickly by the learners, which makes it comfortable to use and motivates them to participate in various ELT classroom activities [2, 5].

According to Chan, who also worked on this field highlighted a good level of improvement in students’ pronunciation and enunciation while using podcasts in FLT. In his work called “Podcasting in foreign language learning: Insights for podcast design from a developmental research project”, he singled out the enhancement of students’ independence as well [3, 9].

The usage of podcasts in English classroom activities is enjoyable and allows students to gain confidence in learning the language with the new technology. Foremost, podcasting has a positive impact on the improvement of students’ language skills. In addition, podcasts are also useful for enriching cultural awareness and communicational competence [4, 12].

The research done by Ashraf indicates its usefulness in activating collaborative learning and peer review. Moreover, creating their own podcasts, students can reach large audiences and share ideas. By doing so, a foreign language can be learned quickly and naturally [5, 14].

Linguist Stephens points out the other essential benefit during implementing podcast application in FLT. This beneficial feature is outlined with the active participation of both teachers and students, as they are involved in the process of processing the information and creation of authentic podcasts. Furthermore, in his book “All about Podcasting” he specifies the limitless resources that can be used offline as well as online [6, 55].

After better understanding the effectiveness of teaching a foreign language with the help of podcasting, the methods of using podcasts and podcasting in FLT can be defined. And one of the ways of using educational podcasts is that teachers could apply such podcasts as Ted Talks or BBC for students and give them opportunity to perform pre-, while- and post-listening activities, thus improving learners’ listening skills.

Educational podcasts with the focus on specific subjects can substitute teacher’s lecture on the same topic. However, there is a note that should be taken into consideration. After vodcast which was shown on a digital blackboard, students’ comprehension should be tested with the follow-up questions prepared by a teacher in advance, thus to contribute to the better understanding of new information.

It is obvious that podcasts ought not only to be used for informing and illustration the language acquisition performed by native speakers, but also teachers might give assignments for working with podcasts in a foreign language taking into account their linguistic skills and abilities. Students can choose from a range of available podcasts on the common topic and fulfill the Podcast Response Worksheet as well as Podcast Synopsis Sheet that might be used as the tools for testing learners’ understanding and also developing their creative and critical thinking [7, 25].

The other method in order to maintain to the better productivity is that teachers can prepare

their lectures in the form of podcasts on the subsequent topic and give the students for listening as home task and at the classroom of English their understanding of information might be tested with the variety of assignments or some practical tasks such as elaborating groups' collaborative work regarding the topic.

Moreover, for making the lesson in a foreign language more interactive and digital, teachers can also ask questions online through blogs such as mypage.ru or getting the answer through email and telegram, thus monitoring students' understanding and to be sure that they are prepared for practical assignments in a classroom. This constant check will enable teachers' awareness of their students' academic achievements.

Foremost, educators can inspire learners' independence and encourage them to be more creative in producing their own podcasts. For motivating so, students might create their own podcasts with the guidance of teacher using appropriate strategies. These strategies are key for better acquiring the language through the integration of digital technologies. After having done significant research in the field of implementing podcasts, we have created the strategy for producing students' authentic podcasts.

The initial step in creating a podcast on any topic is to prepare the text for recording. Students can be given a task of writing a necessary text for their podcast. This way they can also work on their writing and teachers should be involved as well. Teachers are responsible for checking students' mistakes and giving them feedback. This task might be fulfilled individually or in a team setting. Cooperating students into some groups regarding their interest and chosen topic, teachers have a chance of developing a collaborative work.

The second stage of producing a podcast is the process of recording students' voices. For doing so, students can use any recording facilities such as laptop or personal computer with microphone. However, the simplest way of recording is the use of the tool which is known as Dictaphone. In this stage teachers might be also involved in the process and read some parts of the text for recording if there is a dialogue in it. The main task of a teacher during this activity is to observe and give some assistance if students need. For improving the quality of audio file, it is crucial to think about the acoustics of the classroom beforehand. Another solution for this can be finding the classroom that is small and where there is no echo. But if there is no such possibility of having such a classroom, then teachers can create the artificial space where voices can be recorded. Another point which is worth of consideration is the fact that students cannot record their voices perfectly from the first trial; that's why more time should be spent for this assignment. Nevertheless, some of them who could not perform this given task as perfectly as they might do, for those there is a chance of editing the recorded file through different programs.

The third step of producing an authentic podcast is the most challenging one and can be known as the editing process. After recording students' voices, they have an audio file in their personal computer or laptop and can transform this file into mp3 file which is easy to do with the help of internet converter. Teacher might choose from the range of various programs that are free and available in the internet sources. Foremost, based on our own practice we use the most popular program for podcaster which is known as Audacity. This audio editing program allows us to edit out the mistakes, change the order of students and add music and sound effects, creating a more professional show. As for teachers it is essential to illustrate the techniques of working with this program. And if teachers are not good at working with this program or hearing about the podcast editor for the first time, then there is still a hope for such educators, because there are available handbooks in the internet, where there are all instructions that are needed for working with ready audio files. Moreover, teachers can print these instructions and hand out to the students for individual learning as home task and then consider them in a detailed way while working in the classroom of foreign language.

The last but not the least essential step in creating a quality podcast is to publish the produced and edited audio file in the web page. Today, one can find the limitless number of different internet pages where our podcasts can be published. Foremost, teachers can use a free podcast site such as Podomatic for setting up a podcast page. This page provides a website for learners to post their

podcasts. The other popular web program is known as Soundcloud and also can be used for this purpose. However, it is important to remind about the responsibility that teachers and students have for the content of their podcast, therefore teachers ought to check the ready audio file before streaming it online as a podcast on a webcast page. After publishing all the produced podcasts, students can be given a task of sharing with their feelings about the process of creating podcast and also discussing the podcasts of their group mates and asking relevant questions concerning their production. As the whole activity is going to be performed in a foreign language, the language acquisition is pleasant and accelerated.

According to the wide range of research in this field, podcasts are useful not only for the improvement of listening and speaking skills, but also reading and writing skills can be developed as well. For instance, in the initial step of producing a text for recording, students must write a written speech for it. This writing activity is handy for practicing their writing skills and practicing sample essays. As for reading skills, it is clear enough that students after listening a podcast can read a transcript of recorded audio file as well as they are engaged in reading sample speeches for podcasts before creating their own. There is, of course, no doubt that listening and speaking skills are being tackled while integrating podcasting, as students are normally given a task of listening podcasts on a chosen topic and then discussing their content during the lesson. These all shows us that podcasting is an indispensable tool for facilitating the language acquisition activating all necessary four skills.

In conclusion, the use of podcasts in FLT is the enormous effort in developing faster and enjoyable language acquisition. Podcasting as the way of recreating a foreign language teaching has a huge impact on the students' progress in learning because of its before mentioned conspicuous advantages and salient features, therefore we highly recommend for teachers to use podcasts and podcasting in the classroom of foreign languages and encourage them to recreate the whole process of teaching a foreign language, thus, inspiring the learning a foreign language in a natural setting.

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