

***Podcast in the Hungarian EFL
classroom:
a versatile educational ICT tool***

*(Podcast az angolórán:
egy sokoldalú IKT eszköz az oktatásban)*

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1. Introduction

Due to continuous technological development, various ICT tools have appeared in EFL classrooms in Hungary recently. However, while data projectors or Interactive Whiteboards are becoming more and more widespread in education, podcasting has remained an unknown technology so far.

Podcasts, which are regularly updated series of thematically categorized audio files on the Internet, have several advantageous characteristics that could be exploited in language education. First of all, one can find an extremely wide variety of authentic audio contents that can be accessed for free of charge. EFL teachers can use these materials for improving listening comprehension either in class or as homework. As a result of the large choice, podcasts assigned as homework are excellent for taking learner differences into consideration, such as various fields of interest or language levels. Second, users can subscribe to the feeds of any series which means that newly uploaded episodes are downloaded automatically to the users' computer. Third, these audio files can be copied to portable media players, thus, learning can take place simultaneously with other activities, wherever the user wishes. Consequently, not only auditory but kinaesthetic learners could benefit from using podcasts.

Apart from listening, the creation of podcasts is also simple. On the one hand, a teacher may decide to design materials for the students based on their needs. On the other hand, a teacher may ask the students to make podcasts either individually or as a project. This way speaking skills and a variety of competencies can be developed, for example social or IT competencies.

In this thesis I attempt to survey whether the majority of a random sample of Hungarian secondary students have the devices with the help of which podcasts could be introduced in language teaching. As a matter of fact, for accessing podcasts a computer with an Internet connection is enough and they can be played with any portable media player as well. This paper also investigates what proportion of the students use the Internet for any activities that are similar to downloading or listening to podcasts, for example, watching foreign language videos online, listening to foreign language radio stations or downloading foreign language movies.

I would also like to find out how easy or difficult it is to introduce this technology at the present time in a Hungarian EFL classroom. Thus, I examine some English teachers' attitudes towards the idea of podcasting and ICT tools in general. In addition, their current practices are also taken into consideration. The paper tries to find answer for the question whether the use

of podcasts was a better alternative for any of these methods. Finally, I present the outcomes of an experiment that I carried out with a group of EFL learners in which they were given various tasks in connection with podcasts. Moreover, the paper summarizes the feedback I collected from the students throughout the experiment.

The reason I decided to investigate this issue is that to my knowledge, no study has been conducted concerning podcasting in Hungarian language education so far. Although this technology has been used successfully in several countries, in my opinion it is worth testing if it worked in this context as well.

2. Literature review

In this literature review I discuss five major issues concerning podcasts. First, my aim is to determine where this technology can be placed within the field of Information and Communications Technology. Second, I enumerate some of the sound definitions of podcasts. Third, I cite a few of those researchers who discuss how podcasting works technically. Fourth, I list a couple of advantages of podcasts that can be important from a teacher's perspective. Finally, I summarize some experiments that were made in connection with podcasts.

2.1 Podcasting within ICT

Before defining what a podcast is, it is essential to see which category it belongs to. I would argue, that within the field of Information and Communication Technology (ICT), podcasts can be rated to mobile learning tools. As Kukulska-Hulme & Traxler (2005) describes, the expression *mobile learning* refers to the mobility of a learner which means that one is concerned with their studies but not within set boundaries. The concept of mobile learning was born after portable devices such as mobile phones, smartphones, handheld computers or laptop computers opened up the potential. As some of these devices do not have a high cost in contrast with personal computers, their use in education has become an intriguing issue. According to Kineo's definition of mobile learning (as cited in Thomas, 2009, p. 257), "it is the ability to learn independently of place and time, facilitated by a range of mobile devices." Colazzo, Ronchetti, Trifonova, and Molinari (as cited in Guy (ed.), 2010, p. 2) states that "a mobile learning educational process can be considered as any learning and teaching activity that is possible through mobile tools or in settings where mobile equipment is available."

2.2 Definitions of podcasts

As far as podcasts are concerned, dozens of definitions exist in the literature. First, I am going to list a few that can unequivocally prove that podcasting can be considered as an implementation of mobile learning. In the term *podcast* the name of the portable player of Apple Inc. (i.e. iPod) and the word *broadcast* are combined (Mohammadzadeh, 2010). Erben, Ban and Castañeda (2008) reveal that the first part of the word is the abbreviation of the expression *play on demand*. This means that the name itself suggests one of the main advantages of podcasts. In other words, users can listen to them anytime after transferring the files to a portable device.

Peden and Domask (2011)'s definition is the following: "a digital presentation to an audience via mobile devices or computers" (p. 170). McMinn (2008) also featured the mobility aspect when defining podcasting: "it is the publishing of audio or video via the Internet, designed to be downloaded and listened to on a portable mp3 player of any type, or on a personal computer" (p. 212).

Cebeci and Tekdal (2006) argues that a great number of the young have purchased portable music players recently. As a result "podcasting has an instant-application potential for education" (p. 49). In 2006, they predicted that the use of mobile players would become more widespread as cheaper and cheaper devices become available in the market. I fully agree with this prediction, hence, there might be no technical barriers that could prevent the introduction of podcasts in the Hungarian EFL classrooms.

Some other characteristics of podcasts are emphasized in Deal's definition: "Podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a 'feed' that allows listeners to subscribe to the series and receive new episodes automatically" (Deal, 2007, p. 2).

2.3 Podcasting as a technology for language learning

2.3.1 Specific definitions

There are a few definitions that include the teaching and learning aspect besides the most important characteristics. For instance, the following one refers to podcasting as "a modern digital technology that can be used effectively for language teaching and learning purposes" (Mohammadzadeh, 2010, p. 1193). Cebeci and Tekdal (2006, p. 55) argue that "podcasting is a newly applied Web syndication and it is being adopted as potential learning objects in e-learning environments". Here another important term arises, namely syndication. Richardson (2008) gives an explanation of RSS, which is Really Simple Syndication. This makes it possible for educators to subscribe to feeds of various types of contents. This means that users no longer have to look for the content because they get that automatically. According to Richardson (2008, p. 9) "from a research and information management standpoint, RSS may be the new 'killer app' -- i.e. extremely useful application -- for education". Actually, RSS makes the distribution of podcasts fairly simple. In Campbell (2005) one can find a more detailed description of how RSS works. The process is based on 2.0 feeds that acquaint users that new, downloadable content has been published. The main idea can be summarized with the help of Stanley (2006) who argues that what makes podcasting different from *streaming* -- i.e. receiving an audio or video data transmission without downloading -- is RSS which makes

automatic downloading possible. One may connect their mp3 player to the computer while they sleep and as soon as they wake up in the morning, the latest podcasts are uploaded to the device. It is added that this process can be even simpler if one uses iTunes -- i.e. the media player software of Apple Inc. -- since RSS is integrated into this software.

Besides iTunes, another notable application is Google Reader. One may use it to read the incoming new information from their favourite news sites or blogs.

Their RSS feeds work in completely the same way as described for podcasting. It means that Google Reader can be a collecting station of not only news items or blog entries but of podcasts as well. If students subscribe to the feed of our podcast, new episodes will automatically appear amongst the news and blog entry items in Google Reader. This means that we do not even have to warn them when a new file has been uploaded.

2.3.2 Advantages of podcasts

Campbell (2005) exemplifies one of the main advantages of podcasts by comparing them with newspapers: while one cannot read a paper while driving a car or walking, listening to a podcast causes no problems during these activities. Rich (2007) also emphasizes that listening to the recording is possible whenever the learner feels like it. In addition, students can determine the speed at which they would like to listen to a podcast. This option may be preferred by auditory learners. Since podcasts are excellent for handling learner differences, they are not the only ones who can benefit from podcasting. Rich (2007) suggests that kinaesthetic learners can listen to the podcasts while they move freely. As for visual learners, they can choose video podcasts. In summary, when students have to learn something, different learning styles and needs can be taken into consideration with podcasts. In addition, “content-focused podcasts offer an opportunity for review, enrichment, research, and often, just plain fun” (Rich, 2007). Erben et al. (2008) argue that podcasts can help teachers provide learners with comprehensible input which is necessary for the students at the pre-production and early production levels.

McGee and Diaz (2007) discuss that Web 2.0 applications, including podcasts, are promising since they can be accessed via the Internet and users do not have to pay for them in most of the cases. In addition, they “support collaboration and interaction, and are responsive to the user. These applications have great potential to be used in a way that is learner-centered, affordable, and accessible for teaching and learning purposes” (p. 32). According to McGee and Diaz (2007), students are likely to become actively involved in learning and evaluate information due to the usage of emerging technologies as they are designed

accordingly. Shelly, Gunter and Gunter (2011) maintain a similar view, namely, that proper use of technology can result in higher performance and it is also able to help students achieve their goals in learning. It is stated that one of the several ways learning can be facilitated is in connection with motivation. Namely, appliances attract student's attention and, as a result, their results can be improved.

As Apple Computer defines digital kids (as cited in Shelly, Cashman, Gunter, & Gunter, 2007, p. 15), they can be called "multitaskers who do several things at once with ease". In Shelly et al. (2011) it is added that this is not by chance since this new generation differs fundamentally from former ones. In order to ensure that effective learning takes place, teachers have to be aware of these differences. Some examples of what the students of the digital age typically do are "listening to music on iPod, listening to their favourite shows via podcasts, or blogging. Perhaps the most amazing aspect of this scenario is that they often are doing all of these activities while completing their Math homework assignment" (Shelly, Cashman, Gunter, & Gunter, 2011, p. 16). An important decision that has to be made is whether a teacher accepts it and utilizes students' affection towards digital things or tries to distance them from their "native digital world" (p. 16). In other words, it should be decided whether one would like to reduce the gap between the way teachers teach and the way students learn. In my opinion, the thoughts of Shelly et al. (2011) are crucial and absolutely valid in the Hungarian context as well. As in most schools using devices like mobile phones or mp3 players is forbidden, I find it understandable if students try to use them as much as they can at home. Some students may spend a minimal amount of time doing the homework so that they have more time to use their gadgets. However, if they can listen to the homework between two of their favourite pieces of music, it may be more delectable and motivating for them.

Fox (2008) argues that another benefit of podcasts is that they constitute a huge collection of authentic audio materials. As a result of the fact that English is a dominant language around the web, the choice is almost infinite. As Constantine (2007) approaches this question, due to podcasts, teachers do not have to use the same texts again and again when developing listening skills, as new supplies are becoming available constantly. This makes these listening materials not only up-to-date, but motivating as well. According to Stanley (2006) podcasts - that offer authentic conversations in most of the cases - can be used as supplementary material besides the scripted texts of coursebooks. "Chosen carefully, extracts can provoke stimulating discussion, and also bring a range of different voices and varieties of English into the classroom, and podcasts can be selected because their theme ties into the

curriculum” (Stanley, 2006, p. 3). It is also stated that language learners can find an ever increasing number of podcasts that are specially produced for them. Some of them are accompanied by the transcript and some exercises. The most popular podcast of this type is ESL Podcast at www.eslpod.com created by Jeff McQuillan.

2.3.3 The categorizations of podcasts

Erben et al. (2008) differentiate between podcasts that were made for language learners and ones that were produced for native speakers. The latter makes it possible for learners to listen to various types of authentic language use. Erben et al. (2008) enumerate that those podcasts that are produced for language learners can comprise various contents: everyday conversations, theme specific conversations, useful ideas in connection with culture, grammar, or introductory presentations on idioms or other vocabulary items, among others. Primarily those podcasts should be used “that provide students with plenty of input, meaningful language, real-world communication, and access to learn new information” (p. 144). The podcasts that target native speakers are typically news, entertaining programmes, documentaries, plays or conversations about sport events, political issues, movies, scientific questions or education topics and the like. It is added that in some cases, the creators of podcasts of this type are not pedagogical experts “thus may not apply the principles of best pedagogical practices in the making of these podcasts” (Erben, Ban, & Castañeda, 2008, p. 144). As Richardson (2008) puts it, the majority of podcast makers are everyday people who would like to share their thoughts. Generally speaking, they do not have professional equipment for recording, nevertheless, “production value should not overwhelm what might be really interesting content” (Richardson, 2008, p. 113).

In Fox (2008) there are four categories set up within language learning podcasts. These are the following: “drill podcasts, explicitly pedagogical podcasts, simplified language podcasts, and student-produced podcasts” (Fox, 2008). It is added that besides these types, podcasts of talk radios can also be useful if they are included in an English lesson. However, none of the authors mentions separately those podcasts that are downloadable versions or rather extracts of radio programmes. A great number of British and Irish radio stations produce podcasts on a regular basis. An outstanding example can be the BBC that publishes the speech content of most of its programmes as podcasts short after they were broadcast. On their website one can categorize podcasts according to name, date of upload, radio channel, genre, or even average duration. Some of the shows are broadcast on a daily basis, thus, after having subscribed, one can receive new content every day. Although the target audience of

these podcasts is not language learners, they can still benefit from listening to them. First, their language is unquestionably authentic and even up-to-date since they are compilations of the latest episodes of radio shows. Second, as a consequence of the fact that the speakers are radio presenters, subscribers can listen to proper language use. Third, due to the well-equipped radio studios, the quality of these recordings is also guaranteed.

2.3.4 Issues that are worth consideration

McGee and Diaz (2007) argue that by the present time computers, various types of mobile technologies, or Internet access have become natural parts of life for the majority of students. The assumption that this statement has become more valid in the last few years even in the Hungarian context is an important part of my hypothesis. However, one cannot take it for granted that each member of their groups has limitless access to the Internet. Cennamo, Ross and Ertmer (2009) suggest that before a teacher decides to assign a podcast for students to listen to at home, they should find out how many of them have the technical equipment that is necessary to access them. However, it is added that those who cannot access them should not be left out from the activity either. Stanley (2006) suggests that for these students teachers can provide the podcasts on CDs. This way a collection of the audio files can be set up as well. This also can be practical if podcasts are completely unknown for the students and introduction is necessary.

As far as the length of podcasts is concerned, Constantine (2007) states that it varies between two minutes and one hour. At the same time, I found podcasts that last 90 minutes or longer. In my opinion, it is also an advantage that when one wants to choose a podcast to listen to, they have such wide variety of options. However, I would argue that the optimal length depends on the purpose. On the one hand, if one looks for audio material to entertain themselves throughout a long train journey, a 90-minute-long podcast can be the best choice. On the other hand, if we are teachers who would like our students to get to know and listen to podcasts, we might choose shorter files at first. In case they seem to like podcasts, we can offer them longer ones. Nonetheless, if they manage to find podcasts that interest them, they might no longer care about their length any more.

According to Constantine (2007), the main point is that as soon as students take to podcasts and they start downloading them on their own, they receive more listening input. This is the reason why teachers should convince students to do so. It is added that no matter if it is only a few minutes per day, “learners can benefit from global listening, even at the beginning levels” (Constantine, 2007). Patterson argues (as cited in Constantine, 2007) that

due to podcasts, beginner learners can get to know features like the word order, the sound system or some intonation patterns of the language. Constantine adds that intermediate learners should hear as much authentic speech as possible produced by a wide range of voices. The next stage should be learning from listening which is an advanced learner's property. It is noted that students who do not live in English speaking countries are often dependent upon writing and reading. Podcasts can help familiarize themselves with cohesive devices or organizational markers.

Morley (2001) discusses one of the most important principles that should be considered when choosing podcasts for students, namely relevance. As he suggests, relevant topics not only help students concentrate, but motivate them as well. Besides relevance, it is transferability that has to be concerned when a teacher selects podcasts for students. Transferability is not completely independent of relevance: when a teacher uses lifelike contents, it is more likely that learners can exploit the newly learnt material in other situations.

2.3.5 Making podcasts

Brewster and Dietze (2008) suggest that if teachers aim to take students' needs and their language level into consideration, they can create personalised podcasts that are designed according to these aspects. Students may find those materials more engaging that are connected to their studies or school life. In addition, if they take part in the creation of these podcasts, even the emerging collaborative learning is added to the benefits. Fox (2008) points out that most students have such mobile phones that have a voice recording function. After experimenting with them, "podcasts could also be seen as one option amongst a range of possibilities for using and producing authentic materials" (Fox, 2008).

Erben et al. (2008) argues that podcasting is a beneficial technology for the production of projects. Language learners "can be channelled into focusing on writing, on speaking, and on how English works while at the same time learning curricula content" (Erben, Ban and Castañeda, 2008, p. 10). All language learners can contribute to the project in accordance with their language levels and skills. Students get a chance to perceive the language by using it when elaborating the project. What is more, advanced learners are given the opportunity "to begin to use language to analyze and synthesize ideas and concepts for the podcast" (Erben, Ban and Castañeda, 2008, p. 108).

Tavales and Skevoulis (2006) focus on the process itself. First of all, it is essential for learners to get to know how the audio editing software works. As a second step, they need to

write a script. Third, it is also necessary to bring presentation style to perfection. Finally, if learners have finished recording, the material has to be edited. During this process it is likely that extensive learning takes place. What is more, learners become familiar with different technologies and their creativity is also developed. Nevertheless, that is not all. Ducate and Lomicka (as cited in Lord, 2008, p. 377) carried out an experiment in which students used podcasts for a project. After listening to some episodes, their task was to make their own podcasts. The aim of the tasks was to improve students' listening and speaking skills. The researchers observed that students had a high opinion of the project, and, in addition, they learnt more not only about the target culture and language, but about their fellow students, too. Lord (2008) emphasizes a further advantageous feature of podcasting projects. Namely, students continuously interact and collaborate as a result of subscriptions and leaving comments below other podcasts.

2.4 Earlier research concerning podcasting

According to McCarty (2005), podcasting has become widespread amongst those who would like to learn or teach pronunciation. Hismanoglu and Hismanoglu (2011) state that several researchers investigated podcasting specific to pronunciation. A fine example is Ducate and Lomicka (2009) who “examined the effects of using podcasts to improve pronunciation in second language learning and how students’ attitudes changed toward pronunciation over the semester” (Ducate and Lomicka, 2009, p. 66). As for the results, no significant improvement could be shown in the students’ pronunciation regarding how accented or comprehensible it was. Possible reasons are the shortness of the course and the lack of pronunciation practice in class. However, the reception of the project itself was positive on the whole. The students held in high regard even the feedback that they got for each of the recordings. They were also delighted when they produced “extemporaneous podcasts” since use of creativity was necessary (Ducate and Lomicka, 2009, p. 66).

McMinn (2007) aims to exemplify how podcasts can be drawn into the curriculum in an innovative way. During his experiment, McMinn paid regard to provide opportunities to use the target language by creating interaction outside the classroom. For this reason an example is used, namely Campus Beat, a student magazine podcast produced by Hong Kong University of Science and Technology students and the Language Centre. Another aim of this experiment is to “show how Campus Beat promotes an effective language learning environment and provides opportunities for cross-curricular activities” (McMinn, 2007). As

for the results, the reception of the episodes was positive, moreover, students became more and more willing to practice their English skills.

In this literature review I attempted to list those characteristics of podcasts that can make this technology useful in language education. Besides overviewing the definitions that are the most relevant from this aspect, I collected practical advice from the literature. Lastly, I introduced a few concrete experiments that can serve as guidelines for those who wish to carry out investigations in connection with podcasting.

3. Research design and method

In this chapter, I overview the process of my study. First, I introduce my research questions and the approach of my research. Second, I list the methods that I used for collecting data followed by the rationale for choosing them. Third, the setting and the participants of the investigation are detailed. Fourth, the procedures of my experiment are described after which I review my methods of data analysis. Finally, the quality of my research and the limitations are discussed.

3.1 Research Questions

In this study I would like to find answers to the following questions:

RQ 1: Do the majority of a random sample of Hungarian language learners have the devices with the help of which podcasts could be introduced in language teaching?

RQ 2: Is it easy to introduce podcasts in language teaching at the present time in a Hungarian EFL classroom?

3.2 The approach of the research

I aimed to conduct a mixed methods research in order to find answers to my research questions. According to Tashakkori & Creswell's definition (as cited in Creswell & Clark, 2010, p. 4) in a mixed method research "the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study." The goal of the quantitative part -- i.e. the first questionnaire -- was to prove my first hypothesis, namely that the majority of a random sample of Hungarian English language learners have the devices with the help of which podcasts could be introduced in language teaching. Concerning the qualitative parts -- i.e. semi-structured interviews, experiment, feedback from students, -- the second hypothesis was under investigation, i.e. finding out how easy it is to introduce podcasts in language teaching at the present time in a Hungarian EFL classroom.

3.3 Reference to earlier research to justify the approach and methods

Ilomäki (2008) also used a mixed methods approach when investigating what effects Information and Communication Technology (ICT) has on school. In order to "give a fuller and more complete picture of the phenomena" (p. 3), she combined qualitative data from case studies and quantitative data from statistical studies.

Moura and Carvalho (2008) used similar questionnaires for similar purposes as I did. One

of them aimed to find out whether “the possession of various mobile devices meet the minimum conditions necessary for the development of curricular activities offered to the students” (p. 2). Another questionnaire was used to collect information about how the students perceived the activities.

Shoar, Abidin, and Pour-Mohammadi (2011) did a research in which they applied two groups to carry out an experiment so that they can find out how effective revision tool a podcast can be.

3.4 Description of the methods of data collection and instruments

3.4.1 Questionnaire

First and foremost, I constructed a questionnaire (which can be seen in Appendix A in English and in Appendix B in Hungarian) to survey how well-equipped the different stakeholders are in education for starting to use podcasts. Besides having students and teachers to fill it out in a paper based form at the school where I was doing my teaching practice, I also made an online version. My aim by the latter was to ensure that answers are gathered from a wide range of schools. I used Facebook where I asked my acquaintances and some of my current and former teachers to promote the online version of the questionnaire. In the instructions I did not restrict who should fill out the questionnaire, however, the very first question was to choose if the subject is a student -- primary, secondary or grammar school, or university, -- a teacher trainee, a teacher or anything else. My original idea was that I can use all the incoming answers; however, I processed the different categories separately. Eventually, I collected data from 300 respondents altogether (see Appendix C for a filled in version).

As far as the questions are concerned, I wanted to survey whether the students and the teachers possess any type of technical equipment that could be used to apply podcasts in education. I asked them to indicate whether they have a computer, any kind of portable player and a microphone. Those who possess portable players can exploit all the benefits that podcasts offer, while a computer is essential for downloading new episodes. In addition, possessing a computer and a microphone is a must for creating podcasts. Consequently, this data is required in order to determine whether podcasts can be integrated into language teaching.

The second question was if subjects have a broadband Internet connection -- i.e. fast enough for downloading. As podcasts can be accessed via the Internet, a proper connection is extremely important for using them regularly.

I was also interested whether the students use the Internet for any activities that are similar to downloading or listening to podcasts. I made a difference between watching foreign language videos, listening to foreign language radio stations or programmes, and downloading any of these two. My aim was to find out how important it is to the students to have a picture in addition to the sound. Subjects had to indicate how frequently they do each of these activities. My theory is that those who are frequent practisers of any of the activities can be potential enthusiastic users of podcasts.

I also asked subjects to choose the types of content from a list they often download, since if there is a tendency, it can be an excellent starting point when starting to deal with podcasts.

As for question five, subjects had to mark whether they had already heard about podcasts or whether they use them. I also asked them to try to define what podcasts are or, in case they have no idea, try to guess what they can be (see Appendix D for a collection of examples).

Finally, I asked for ideas on how subjects could imagine the use of podcasts in education. This question targeted teachers in the first place, but I also expected students who know podcasts to contribute with useful thoughts.

3.4.2 Semi-structured interviews

Apart from this questionnaire, I made 7 semi-structured interviews with English teachers the transcripts of which can be found in Appendices E - K. My goal was to find out more about how they motivate their students, how they handle learner differences and, of course, what their attitude is towards ICT tools in general, and specifically podcasts. Before the interviews took place, I introduced podcasting to these teachers thoroughly by giving them an oral account so that they have an idea what it is all about. The questions that constituted the basis of the interviews referred to the following issues: attitudes towards podcasting, ideas about their utilization, description of the teacher's own ways of improving the students' listening skills, using ICT equipment, and handling learner differences.

3.4.3 Questionnaire for collecting feedback

After the experiment the details of which can be seen in subchapter 2.4.4, I used another questionnaire by which I asked for the participating students' feedback (see Appendix L for the English version, Appendix M for the Hungarian and Appendix N for a filled in version). I needed these data in order to see how each of them could tackle the different activities and how their attitudes shaped during the experiment. 5 out of the 9 questions required written feedback, namely how easy or difficult it was to access the assigned podcasts; which of the

podcasts was their favourite and why; whether they learnt anything due to podcasts; what their overall opinion is about the tasks that were connected to podcasts; and whether they would like to be assigned similar tasks in the future. Another question asked the students to rate on a scale how they liked the particular podcasts regarding their comprehensibility, interest and length. There was a question that asked for the students' opinion about the types of homework I assigned in the course of my practice. Here they had to give reasons as well. My aim was to find out how students liked podcasts compared to other exercises. Finally, there was a question where they had to underline those statements that they agree with so that I can have an idea what I should have done differently.

The second part of this questionnaire collected feedback from the students about the project they had to carry out as part of the experiment. I asked them to specify their roles as a means of identification since the holders of the different roles could have different experience during the project. Concerning the first five questions, I asked the participants to write down their opinion in a few sentences. First, I was interested in whether they had faced any difficulties while accomplishing the task. If so, students had to specify the difficulty itself and also the way they had handled it. The next question inquired about the amount of time they had invested in their tasks and if they think it is a lot. Next, I wanted the students to rate the quality of communication and collaboration within their groups. With the fourth question, I asked the students' opinion about the podcasts they created. Finally, I listed five statements about which students had to decide whether they are true or false based on the project.

3.4.4 Procedures

3.4.4.1 Preparations

During the experiment, my purpose was to introduce podcasts into the students' learning process step by step. As a very first step, I asked the students to fill out my questionnaire. Above all, I needed to know whether they possess the sufficient technical equipment so that they can work with podcasts in the following weeks smoothly. After that, I held a brief presentation on podcasting so that the students have an idea what it is and why it is good for them.

Before starting the main part of the experiment, I had to make a few decisions in connection with technical questions. To store my own podcasts, I chose a specialized website, namely PodOmatic. On this site after a quick registration anyone can create a profile and upload their audio materials. Besides PodOmatic, I started using one of Stanley (2006)'s recommendations, namely, Gigadial (<http://www.gigadial.net/public/>). As he writes, special

channels can be created for the learners to which any podcast files can be added if the address of the feed is in possession. I set up a channel for my group. Why Gigadial is better than a simple webpage is that an RSS feed is created for each channel, thus, students can subscribe to the station that is assigned for them. This way they no longer have to remember the web address as they automatically receive the latest podcasts. During my experiment, I recommended this option to those students who use or ready to use iTunes or Google Reader. Since a number of students have a Gmail account, they do not even need to sign up for this service as they can use their existing username and password.

3.4.4.2 The first part of the experiment

For a start, I wanted the students to listen to one particular podcast. On the basis of the syllabus, the topic I had to teach was the different types of future tenses. I tried to select a podcast that is relevant to this topic. I chose an episode of a podcast from the BBC, called 6 Minute English, designed specifically for language learners.

As far as timing is concerned, I chose a Tuesday to start dealing with podcasts as they did not have English classes on Wednesdays, thus, they had two days to get to know this technology better and to listen to the audio file I assigned. I asked the students to write two paragraphs into their exercise books. As for the first paragraph, I instructed them to summarize what they had heard. In the second, I wanted them to react to the content of the podcast and express their own opinion in a few sentences. Besides giving them written feedback, I made a copy of their compositions some of which you can see in Appendix O.

3.4.4.3 The second part of the experiment

As a second step, I decided to bring podcasts closer to the students and show them that it is not only the prefabricated listening materials but something personalised that they have the opportunity to listen to. Apart from this, I wanted to help them with the preparation for the forthcoming test. Consequently, I made a recording of myself overviewing what we had covered together so far (see Appendix P for the transcript). On the one hand, my aim was to specify the structure of the test and to list the major topics we had covered. On the other hand, I tried to use as many of the new vocabulary items they had been taught as I could. I wanted the students to hear the words and expressions in context and to hear them to fulfil a communicative goal.

To create the podcast I used my own microphone and a free and easy-to-use audio editor and recording software, namely Audacity. When I was ready with the audio file, I uploaded it

to the PodOmatic site and published it. As I had already created a channel at Gigadial, I added the podcast there so that those students, who had subscribed to the feed, got the file automatically. Those who did not have the appropriate software for the subscription could find every podcast in this particular place and they did not have to remember different addresses.

3.4.4.4 The third part of the experiment

A few lessons later I asked the students again to listen to a podcast that is produced for language learners by experts. I was interested in whether their motivation changes if they are provided with alternatives to choose from compared to the situation when a single podcast is assigned for listening. Thus, I picked out four different podcasts from the library of www.podcastsinenglish.com. At this site podcasts are categorized according to levels. Although my group was at upper-intermediate level, after listening to some podcasts from the different categories thoroughly, I decided to choose material from the intermediate-level audio files. In order to integrate podcasts into the syllabus as much as possible, I looked for content that can relate to the topic of the book. That was ‘Adventures’ at that time. Finally, I came out with four different podcasts that I added to the Gigadial channel. They were the following: A tale of 2 islands -- in which the members of the conversation introduce Jersey and Isle Of Man, -- Creature comforts -- in which a woman introduces the comforts she is missing while living abroad, -- Scott of the Antarctic -- which episode is about five men who left for the South Pole, but none of them came back, -- and Come camping! I offered students the possibility to choose one podcast out of the four, listen to that and write 8-10 sentences about what they had heard. In addition to the composition, I asked them to pick out 6 vocabulary items that they do not know but they would like to start using. Next time I collected their exercise books to analyse their pieces of writing and also to compare them to the compositions they handed in at first. My expectation was that more students were going to do the task on time and that they were going to write longer compositions due to the possibility that they could choose from more options. Again, I copied their compositions (see Appendix O for a sample of them) and gave them written feedback.

3.4.4.5 The fourth part of the experiment

Afterwards, as another test was approaching, I decided to make a new episode after that, in which I was going to give feedback and useful advice according to their performance. However, I had to overwrite this plan since on the last lesson before the test there was a

demand on me to create another overview-episode. After exploiting the situation to listen to the opinion of the whole group, I promised the students that their request would be granted. When creating this podcast, the procedure was no different from the one when I produced a similar episode.

3.4.4.6 The final part of the experiment

Lastly, when it seemed as if the students got acquainted with the basics of podcasts, I set them the task to create their own 3-4-minute-long episode. Due to the mixed skills of the students, I decided to have them carry out the task as a project. Students could volunteer for the following roles: speaker, researcher and technician. I denoted that there have to be at least two speakers in both groups so that the episodes can be interactive. Once it was done, I split the group into two based on the roles. Then, I offered them five topics to choose from. Three of them -- Detectives, Adventures in movies or books and High-speed rails -- were in close connection with the syllabus, while the other two -- Halloween and Skyfall, i.e. the latest James Bond movie -- were offered due to their timeliness. After introducing the technical issues thoroughly, I assigned the deadline; I gave the students 8 days to accomplish the task. As the deadline was in the middle of the autumn break, I asked the students to send me the link via e-mail where one can listen to their work. Lastly, they had to prepare for a discussion concentrating on the other group's episode.

3.5 Setting and participants

A great part of the data collection and the whole of the experiment took place in a secondary school in Budapest where I was doing my six-month-long teaching practice. Although this was a school specialized in Information Technology, classrooms did not have any special equipment like computers or Interactive Whiteboards, and there were no EFL classes held in computer rooms.

For filling out the first questionnaire, I asked students who take part in secondary education, teacher trainees, and teachers to participate. As for the interviewees, seven English teachers agreed to answer my questions. Five of them work at the school where I was doing my teaching practice, while two at another secondary school. Originally, my plan was to make interviews with further English teachers from other schools, but they did not respond to my request.

Unfortunately, I did not have the opportunity to teach a group throughout the semester, thus, I had to carry out my experiment in nine weeks. The participants of the experiment were

a group of 12th graders, eleven male students. The language level of the group was upper-intermediate, whereas their skills were mixed. As it turned out, some of the students were extremely talkative, some were introvert but good at English, while a few students proved to be hard-working, but poor performers. However, all of the students were motivated and cooperative on the whole.

3.6 Methods of data analysis

I processed the data of the questionnaires with statistical analysis in order to demonstrate the subjects' current technical equipment, habits of downloading foreign language contents and concepts about podcasting. As for the questionnaires by which I asked for feedback from the students, I applied various methods. I used statistical analysis where data were numerical, while written feedback was processed by content analysis. I also analysed the students' assignments and teachers' answers on the interviews this way so that I can present a comprehensive picture of their attitudes towards podcasting and ICT tools in general.

3.7 Quality of research and limitations

In order to carry out an investigation as valid as possible, I studied the related literature thoroughly so that I can choose the most reasonable methods to work with. To ensure the reliability of my research, I recorded 300 questionnaires. 206 responses came from students taking part in secondary education. The questionnaires and the interviews were conducted in Hungarian so that I can prevent any distortions that could be caused by the use of English.

In order to make the sample of my questionnaires as wide as possible, I collected responses by not only paper-based questionnaires but online ones as well. This way the results reflect the knowledge and equipment of some students from schools and country districts other than the one where I was doing my teaching practice, too. At the same time, I had the opportunity to collect only a low number of responses from teachers and teacher trainees which can be called one of the limitations of my research.

Lodico, Spaulding and Voegtler (2010) argue that novelty effect is a "common reactive effect threat to external validity" (p. 253). It is the newness and differentness that makes a new method more efficient than an older one. Once the effect no longer operates, the high efficiency of the new method might cease. In order to reduce novelty effect as much as possible, I decided to carry out my experiment with only one group instead of doing so with various ones. In case I had abridged the duration of the experiment at one group in order to make it possible to investigate another as well, I could not have excluded the chance that the

results are mere effects of novelty. Nevertheless, it is another limitation that I did not have the chance to involve more than one group in the experiment due to the shortness of available time. In addition, since the participants were students specialized in Information Technology, it is possible that their knowledge of the field fostered them when they had to access and create podcasts.

In order to make extensive conclusions concerning the integrability of podcasts in language education in Hungary, the experiment should be replicated in other types of schools and with other age groups as well.

4. Results and discussion

In this chapter I provide a summary of how well-equipped students, teachers and teacher trainees are for starting to use podcasts. For this I analyse the data I collected from them by questionnaires. I also summarize teachers' attitude in connection with podcasting and technology in general. Lastly, I make an effort to overview my observations and results in connection with the experiment together with the feedback that I received from the participating students.

4.1 Students

Based on the data from the questionnaires I can state that 201 out of 206 Hungarian secondary or high school students do possess a computer. Why this is important is that a computer is essential for accessing podcasts. Although there are a few applications that are designed for smartphones, not all the sources are available with them.

As Figure 1 shows, out of the 206 secondary students who filled out my questionnaire, 192 possess some kind of portable device. In other words, 93% of these language learners have an MP3 or MP4 player, an iPod or a mobile phone that can play MP3 files. This means that this proportion of the secondary language learners could utilize the important characteristic of podcasts that they can be easily transferred to any of these mobile devices. This way learning can take place while students are commuting between school and home, walking on the street, jogging or even lying in bed. In addition, they may find it more motivating to listen to an episode between two of their favourite pieces of music. Apart from motivation, learning styles also have to be taken into consideration. Those learners who are auditory and kinaesthetic at the same time can benefit a lot from this way of using podcasts. Thus, if a teacher is aware of their students' preferences, they can recommend this manner of learning for those who would find it profitable.

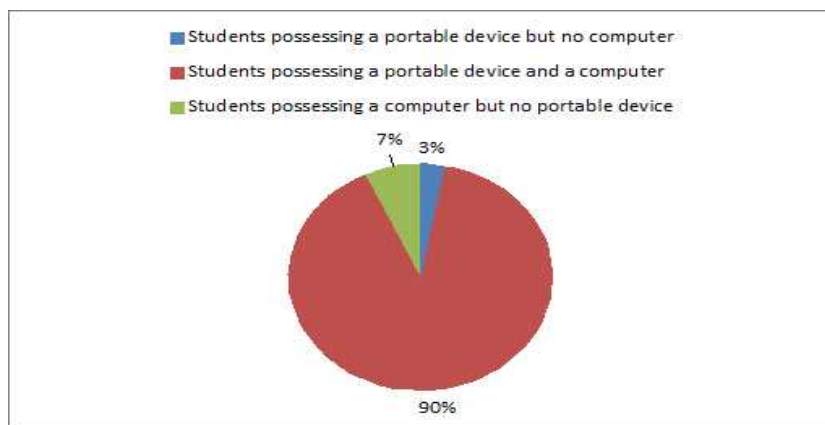


Figure 1. The proportion of Hungarian secondary school students who have computers and/or portable devices based on my sample

As far as accessing the Internet is concerned, 196 secondary learners responded that they have a connection that allows for downloading. This means that 95% of these Hungarian secondary or high school students would have no difficulty downloading or listening to episodes of podcasts on a regular basis. Four students indicated that the Internet connection they have is not fast enough for downloading. However, this fact does not necessarily exclude them from activities when podcasts should be listened to. It is still possible for them to subscribe to any feed. If a new episode becomes available, the software gives the student a signal. As in secondary education students have to go to school daily, these students can ask one of their classmates to bring the audio file for them on a pendrive for the following day. Nevertheless, as 3% of the students do not have Internet connection at all based on my survey, teachers had better develop a strategy in order to make podcasts available even for these learners. They may apply Stanley (2006)'s idea that is providing podcasts on CD for these students. This way they can not only make sure that everyone can access the material, but a class audio library is set up at the same time. In case a teacher has students who cannot connect to the Internet, it is important to provide enough time so that the podcast can be distributed and processed.

As it can be seen in Figure 2, 81% of the students in secondary education signed that they possess a microphone, namely 167 subjects. 159 out of these learners also have proper access to the Internet. In other words, 77% of the secondary and high school students are capable of creating a podcast regarding technical conditions. What is more, this rate can be even higher as most mobile phones and MP3 players are able to record sound. However, the quality of recording is typically lower than when it is transacted with a computer and a microphone. As the majority of podcasts become materials for listening comprehension tasks, it is much more fortunate if the quality of the recording is as high as possible.

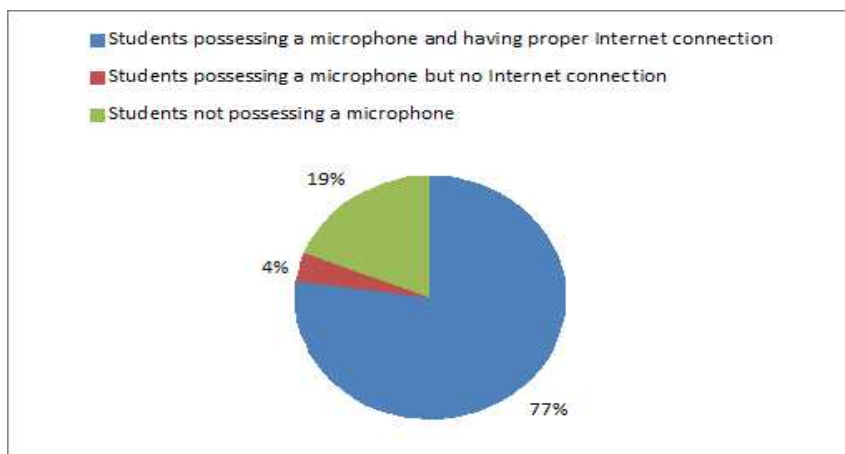


Figure 2. The proportion of Hungarian secondary school students who possess microphone and proper Internet connection based on my sample

The results, which are demonstrated in Figure 3, show that more than half of the secondary school students (52%) watch or listen to content in a foreign language via the Internet on a daily basis. Further 28% of the students do this activity at least weekly, while the rest of these learners (20%) less often. This means that 80% of these Hungarian secondary school students access different types of video and/or audio contents on a regular basis. Podcast files can be accessed either by downloading or opening them online, similarly to other multimedia materials. Consequently, this proportion of students supposedly would not have any difficulties listening to podcasts. In addition, as learning materials can appear together with contents that students like, and as a result of the same process, they might find them more attractive. Learners might find it more motivating if they do not have to take their exercise books for doing the homework, but they can accomplish it while doing free time activities in front of the computer. In case a teacher chooses podcasts that are entertaining enough, there is a chance that students treat the use of these materials as entertainment instead of obligation.

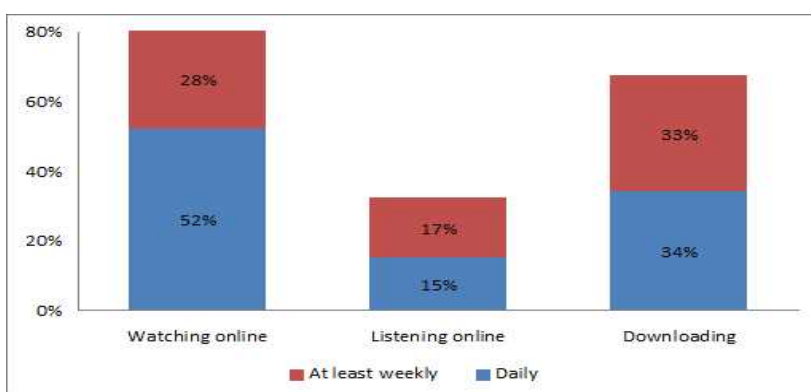


Figure 3. The proportion of Hungarian secondary school students who access foreign language materials via the Internet based on my sample

As it can be seen in Figure 4, only 34% of these subjects -- that is 65 students out of 206 -- have heard about podcasts. Five of them responded that they use or have already used podcasts. Nonetheless, the number of students who could define podcasts more or less properly is 19, i.e. 9% of all respondents from secondary education. This proportion is only 29% of those who indicated that they had heard about podcasts. A sample of the definitions can be found in Appendix D. These results show that the majority of these Hungarian high school and secondary school students are unfamiliar with podcasting. As a consequence, the chance is given to form the attitudes of 91% of the students. In order to captivate as many of them as possible, it can be worth considering what first impression we make concerning this technology. Choosing a topic the students are interested in can have a great influence on the reception of podcasts. Based on the students' responses, the foreign language contents they download the most frequently are series -- 42% download them regularly, -- movies (56%) and other video or audio materials (66%). Thus, for example, the introduction of podcasts can be started by showing the students an episode that is about films -- e.g. film reviews, trailers. The rest of these results are listed in Appendix Q.

In summary, I can state that the great majority of the students who take part in secondary education would be capable of listening and even creating podcasts regarding their technical conditions. As far as their habits are concerned, most of them use the Internet for accessing multimedia contents. Since podcasts are very similar to those materials students often download, it is likely that they would have no difficulty learning how they work.

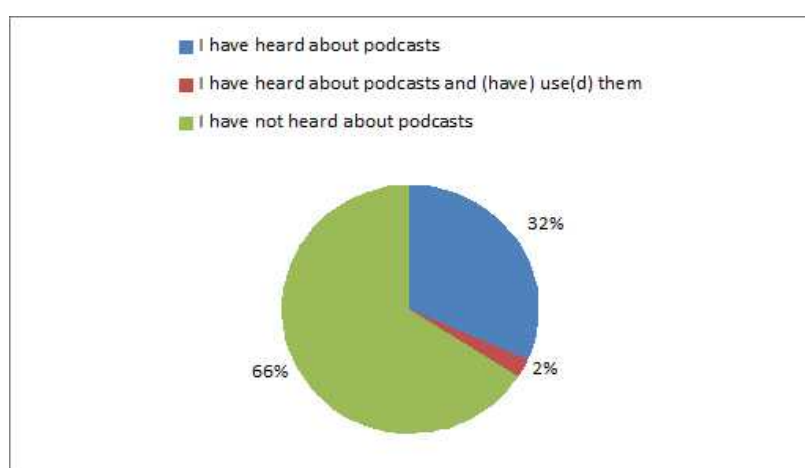


Figure 4. The familiarity of my sample of Hungarian secondary school students with podcasts

4.2 Teachers and teacher trainees

All of the 15 English teachers who filled out my questionnaire responded that they do possess a computer and also all of them signed that they have a proper Internet access for downloading. Nine out of the 15 teachers reported that they have a microphone. As for listening to foreign language radio stations or programmes via the Internet at least weekly, it characterizes only one third of my subjects. Downloading foreign language media content is more common amongst them, as 9 out of the 15 teachers reported to do it at least once a week. Regarding the familiarity with podcasts, two third of the respondents reported that they have already heard about podcasts and 2 of them even use or have used this technology. Despite this fact, only 3 of them could define properly what the term means. Although this part of my survey is far from being representative, some inferences can be made on the basis of these teachers' responses. I would argue that the majority of Hungarian English teachers are technically well-equipped for starting to use podcasts. In addition, it seems that a great number of them know how to access different types of materials. However, podcasting is an unfamiliar term to most of them. Consequently, it is them who should be introduced to this technology first so that they can use it confidently and get to know all of its advantages and disadvantages.

As for teacher trainees, also all of the respondents own a computer. All but one of them -- i.e. 36 subjects out of 37 -- indicated that they have an Internet connection that is fast enough for downloading. The only exception has Internet connection, too, however, that is too slow. Interestingly, the rate of those subjects who possess a microphone is a bit worse amongst teacher trainees compared to practising teachers as 23 out of 37 subjects have this appliance, which is 62%. Concerning the familiarity with the term, surprisingly only 51% of the teacher trainees responded that they have heard about podcasting. It was 3 of them who reported that they use or have already used this technology. However, awareness of the meaning is a bit more typical amongst teacher trainees than practising teachers: I received 14 definitions out of the 37 -- that is 38% -- that were close enough to the real meaning of the term.

Although the majority of both the interviewed teachers and teacher trainees are technically well-equipped for using podcasts, the fact that such small proportion of them are familiar with the exact idea of the technology is quite unfavourable. Since most of them have not used podcasts yet, it is quite likely that they will not introduce them in education.

4.3 Teachers' attitudes and current practices

4.3.1 Attitudes towards podcasting

All but one teacher I interviewed replied that they would use podcasts in language teaching. As it can be seen in Appendices E - K, almost all of them -- even the teacher who would not use them -- think that they could be enjoyable, inspiring or motivating. Nonetheless, one interviewee reported that her students are rather conservative and passive, so it is fairly difficult to activate them. Concerning the possible ways of applying podcasts, they would be different based on the teachers' responses. One of them could imagine podcasts as exercises for practise. Two teachers mentioned that podcasts could be good supplementary materials besides the obligatory ones. Another interviewee has decided that based on the idea of podcasting, she is going to give out the listening tests of previous matura exams. Alternatively, this teacher would ask the students to write down what they have heard word by word. She added that she could also imagine using the kind of questions invented for reading comprehension tasks with podcasts. The idea of applying podcasts for pair- and groupwork activities also came up. Two subjects highlighted that why the idea of podcasts appeal to them is that they could bring something new that could be advantageous and entertaining even for them. Some teachers raised their concerns about not being proficient enough users of technical appliances. Two of them even expressed that in-service trainings would be necessary so that teachers can be more confident with computers. Some others were thinking about whether podcasts would be too high level for at least some of their groups. The teacher who would not use podcasts argued that finding proper episodes and creating tasks for them would require too much time and energy which she does not have at the moment.

All in all, although each of the interviewed teachers received the idea of using podcasts in language education positively, a couple of worries and potential hindrances were expressed. Based on the responses, a number of them do not feel competent enough when it comes to information and communications technology tools. As some of them mentioned, the solution could be taking part in training. In my opinion, it could also help if there was a genuine cooperation between teachers. If they shared their methodological knowledge with each other, each of them would benefit from it.

Another frequently mentioned concern was that some groups or learners are not advanced enough for starting using podcasts. I would argue that this is a misbelief as podcasts are available for every level on the Internet. Some teachers reported that they have students who would like to do anything except studying. It could be especially worth trying podcasts with them since there is a chance that they do not consider downloading and listening to audio files

from the Internet as learning. In addition, to fulfil special needs, it might be a good idea for these teachers to experiment with creating personalised podcast episodes.

There were interviewees who raised the issue that the lack of visuals might hinder the successful introduction of podcasts. According to their experiences, visual stimulus seems to be extremely important for holding the students' attention. To overcome this problem, teachers might try vodcasts, that are video podcasts. Nevertheless, students might take to podcasts if they recognize its possibilities, for example that they can listen to them whenever and wherever they want.

As for asking the students to create podcasts, 5 out of the 7 teachers would be willing try it. However, one of them doubted whether all of the students would accomplish a task like this. Four interviewees could imagine the creation of podcasts as a collaborative task basically, but 2 of them would assign it for individual work as well. As it can be seen in Appendices E - K, one of the teachers noted that the potential advantages could result from collaboration and the fact that students are concerned with the language and can learn without noticing it. Another interviewee thinks that giving reward such as a good mark would be a must. Concerning those teachers who would not experiment with podcasts this way, one of them put the blame on the assumption that it would be too time-consuming. The other's reason was that she had no idea how to set about it. She added that the technical conditions at the school are getting worse and worse that set back the experimenting disposition of the teachers.

In my opinion, the reason why the creation of podcasts is more reasonable collaboratively is that we cannot expect each and every student to show interest in the technical part. By assigning roles, we can make sure that each student gets the task that best matches their personality, field of interest or learning style. However, as getting every student to speak is a must, a teacher may ask all of the students to have their voices heard in the podcast. Alternatively, it can vary from episode to episode which students this role is assigned for. This way there is a higher chance to successfully prevent what one of my interviewees mentioned, namely, that not all students would accomplish a task like this.

Regarding rewarding, although I can imagine groups where giving marks could be necessary, the task itself can have some potential rewards. People from different parts of the world might hit the episodes and might get in touch with the students. Due to the resulting communication process, students can realize what language is good for and the fact that they are successful communicators. One can find several cases when such interactions came into existence. For example, Stanley (2006) mentions Bob Sprankle's *Room 208 podcast* where reaching a real audience apparently motivated learners.

Another concern was the time-consuming nature of an activity like this. My experience shows that until the technical part of the task is not clear for the user, it takes a lot of time to accomplish it indeed. However, once the technical tasks have been routinized, making a podcast episode should not be more time-consuming than designing a Power Point slideshow. Moreover, in case of presentations, as podcasts can be listened to at home, they can even save valuable class time compared to traditional presentations that are held on the spot.

In summary, I would argue that it is primarily the teachers' general inexperience in technology and the resulting aversion that lead them to eliminating methods like this from their repertoire. This can be a consequence of the scarcity of in-service training programmes related to Information and Communication Technology, as some of the interviewees directed my attention to it. This can be one of the reasons why podcasting is so unfamiliar in Hungary.

4.3.2 The use of other ICT tools

The responses I received in connection with the teachers' use of ICT devices also support the latter assumption. As it can be seen in Appendices E - K, 3 interviewees' reason for not assigning tasks that can be solved with ICT devices was that they do not use such tools either. Some of them mentioned displaying movies or short videos with the projector, recommending useful web pages or getting in touch with students via e-mail. As for letting the students use their devices in class, teachers are quite precautionary. On the one hand, school management regularized this issue due to scandalous cases. On the other hand, according to some of the interviewees, students are not so disciplined that it could be allowed.

These accounts show that not only podcasts but hardly any ICT device constitute part of language education in Hungary, whereas several existing devices and applications could be utilized. As they have already become parts of each of the participants' life, no financial investment but only a slight change in attitude would be necessary.

4.3.3 Materials used for improving listening comprehension

Each of the teachers I interviewed use primarily the coursebook CD for listening comprehension tasks, however, 4 of them reported that they are not completely satisfied with them. As it can be seen in Appendices E - K, one of them mentioned that the materials on these CDs are not up-to-date enough, while the scope of the students is becoming narrower and narrower. Another interviewee complained about the low number of voices. Two teachers mentioned that they have problems with the pronunciation. According to one of these teachers' specification, they speak in a very mannered and exaggerated style which she finds

ridiculous. All of the teachers use supplementary listening materials as well, although some of them added that students are not always as enthusiastic as they expect. Two teachers named websites as their source. One of them added that the reason why she started to download content from there was that they contain more modern and slangier expressions. Some interviewees use movies and other videos, and songs were also mentioned. Three of the 7 teachers emphasized that when students have to listen to the teacher or to each other that is also a way of improving listening comprehension.

Based on these responses, I can argue that podcasts would meet all of these teachers' expectations. First of all, most of them contain natural, authentic and up-to-date language use. Furthermore, since podcasts are produced in every part of the world, teachers can decide what type of pronunciation -- i.e. what accents, dialects, style -- they would like to introduce to the students. As opposed to teachers' CDs and DVDs, podcasts can be listened to not only in the classroom, but at home, and, due to the portable devices, everywhere else as well. Finally, if a teacher wants the students to listen to each other carefully, they can ask the students to prepare presentations in a podcast format.

4.4 The experimental group

In the group where I carried out the experiment all but one student indicated that they possess a computer. The learner who does not have any responded that the only technical device he has from the list on the questionnaire is a mobile phone. At the same time, the whole group, including this student, reported that they have an Internet connection that is capable of downloading files. Regarding microphones, 8 learners reported that they possess one. It also turned out that 10 out of the 11 students access foreign language audio or video files via the Internet at least weekly. Based on these data I ascertained that this group is ready to use podcasts technically.

Only two of them reported that they had already heard about podcasts, but only one of them could define the term more or less properly. He wrote the following: "Sound materials and videos at one place on the Internet." Some other definitions are listed in Appendix D.

After filling out the questionnaire, it was the students who asked for an explanation. While introducing podcasting to them, they seemed to be interested in the method as they asked several questions, for example what RSS is, how one can subscribe to a feed, or where one can find podcasts. When I asked them whether they would like to get tasks connected to podcasts as homework, only affirmative responses could be heard.

4.5 The experiment

4.5.1 The reception of ready-made podcasts

First of all, students had to listen to a podcast which was produced by the BBC and write two paragraphs in connection with it. When discussing this homework I received the following remarks: one student reported that he found it easy to grasp the main ideas of the podcast. Another added that he agrees and that he especially liked that the special expressions are explained by the speakers. I was also told that they liked the conversational style of the podcast. One student highlighted that he found it entertaining that the presenters included a quiz question and he added that he guessed the answer correctly. All in all, my impression was that the students were eager to work with that podcast episode.

As it can be seen from the samples in Appendix O, the compositions varied in length; some of them wrote no more than 2-3 sentences while other students composed quite long paragraphs. Some learners probably did not find the episode motivating enough as it turned out that 4 students out of the 11 had not listened to the podcast. On the questionnaire with which I asked for feedback from the students, one of them rated this podcast as not too interesting, while two others were indifferent. The latter 2 students and 2 further learners indicated that they were not satisfied with the length of this podcast. Nevertheless, the responses verified that none of the subjects had difficulties comprehending the content; hence it could not be the reason for not doing the homework.

It must be noted that this time they had no choice, therefore, some of them might have not been interested in the topic. Nonetheless, it is also noteworthy that none of them reported that they did not have access to any computer or to the Internet. In other words, the students were not hindered by technical issues, which is a favourable sign as far as the insertion of podcasts concerned.

Based on their responses, 1 student listened to this podcast 3 times, 8 students twice, and 2 of them did so only once. Two students out of the 11 named this podcast as their favourite. One of them reported that he found it interesting, while the other's reason was that he is interested in astronomy.

A few classes later students were given the opportunity to choose one podcast out of four options which they had to listen to at home. Their task was to write an 8-10-sentence-long paragraph in which they either summarize its content and react to it. In addition, students had to pick out 6 vocabulary items that they had not heard before or simply found interesting. Similarly to the latter assignment, there were students who did not do the task. Namely, 8 out of the 11 learners handed in their exercise books in the following class. Nonetheless, the

majority of the compositions consisted of only a few words. What is more, they did either the one or the other exercise, but none of them did both.

Their feedback was in accordance with what they handed in: 2 of them rated this podcast as very interesting, and only 1 student found it quite interesting. Four learners were indifferent, 1 indicated that it was quite boring. Those who did not listen to any of the four episodes left out this question. It may not come as a surprise that only 2 students named any of these podcasts as their favourite. One of them was the only one who liked the idea to choose from options. However, he added that he liked the topic as well. Comprehensibility cannot be blamed in this case either as all four podcasts were produced for intermediate learners, while the group consisted of upper-intermediate learners. Four students signed that what they heard was completely comprehensible, 3 subjects found it quite comprehensible. There were two further students who listened to one of the four podcasts; they were indifferent. It can be stated that the learners were satisfied with the length of these podcasts on the whole. Four of them found it totally appropriate, 2 reported that it was quite appropriate, while 2 other students were indifferent. One student indicated that in his opinion the episode was extremely short. Regarding the number of times they listened to the podcast, 3 of the students played the recording 3 times, 2 learners twice, while 4 subjects only once.

4.5.2 The reception of self-made podcasts

In the other part of my experiment I created podcasts in order to help the students with the preparation for the forthcoming test. As for the first episode of this type, the transcript of which can be found in Appendix P, 3 students indicated that they find it very interesting, 2 were indifferent, and 3 reported that it was quite boring, while 3 other students did not rate this particular material. Regarding comprehensibility, more than half of the students -- 7 out of 11 -- responded that it was fully comprehensible, 1 found it quite comprehensible, 1 was indifferent, while 2 learners did not rate this podcast since they had not listened to it. As far as the length of this episode is concerned, 3 of the students rated it as completely appropriate, 1 found it quite appropriate, 3 were indifferent. 2 students indicated that its length was not appropriate for them at all -- one of them noted that it was too short, -- while 2 subjects did not respond to this question. Concerning the number of times they played this podcast, 2 of the students reported that they listened to the episode 10 times or more, 1 student did so 4 times, 1 other learner 3 times, and 1 of them twice. Four subjects indicated one listening, and 2 learners confessed that they did not listen to this podcast at all.

Regarding the other podcast of this type, more students found it very interesting than in the

case of the first one, namely, 6 subjects in contrast with 4 subjects. One student was indifferent in this question, 1 rated this podcast as very boring, while 3 students did not respond to this question -- 2 of them did not listen to this episode. The comprehensibility of this podcast was rated similarly to the other one of this type: 6 students out of the 11 indicated that it was completely comprehensible, 2 subjects found it quite comprehensible. One student was indifferent and 2 left out this question as neither of them listened to this episode. Its length was completely appropriate for 4 of the students, 2 found it quite appropriate, 2 other subjects signed it as not too appropriate, while 1 reported that it was not appropriate at all. Those 2 students, who did not listen to this episode, did not respond to this question either. Finally, I can state that this podcast was basically as popular as the other file of this type. There was a student who listened to it 20 times, another did so 8 times, and one reported 5 occasions. One student listened to it 3 times, another twice, while 4 subjects only once. As I have already mentioned, 2 learners did not listen to this episode. On the whole, as these results show, the pre-test podcasts were the most successful. More than half of the group -- namely 6 students -- choose them or one of them as their favourite podcast. The justifications were the following: “they helped me a lot”, “they were interesting and remarkably useful”, “they helped me with learning, namely what I should concentrate on”, “if I did not pay attention in class, I could listen to these podcasts to find out what to revise”, “because they were made by the teacher”, and “the one before the second test gave me a lot of help”.

Based on the related feedback I received from the students, I would argue that the best way to make podcasts captivating is to create as many personalised content as possible. It also seems to be important whether the students feel that the material has an effect on their learning process. At the same time, a main advantage of podcasts should be utilized, i.e. that they can provide with authentic language use by a wide range of voices and even accents. When offering alternatives, it can be a good idea to make it possible to choose from podcasts that differ in length. As the advanced learner’s feedback shows, short files are not motivating enough for those who are proficient in the language and like challenges. Besides length, it can be also worthwhile to find episodes for the more advanced learners whose content is a bit challenging to grasp. Furthermore, they may be given task types that are different from those that are assigned for the rest of the groups. Nonetheless, offering episodes that are quite similar both in topic and difficulty do not seem to make any difference in motivation.

4.5.3 Overall impressions

As listening to podcasts was always assigned as homework, I asked the students to rate the

different types of homework on a 1-5 scale and to give reasons for their ratings. Based on the mean values of their ratings, listening to podcasts proved to be the third most popular activity amongst the students. Those who were in favour of podcasts wrote the following reasons: one of the students found them exciting, while for another podcasts meant an enormous help. One learner took to them as they brought something new and also because it was a kind of developer activity, while another remarked that he enjoys listening to English contents. There were only two students who did not have a high opinion of podcasts. One of them wrote that it is robotic work, while the other highlighted that he had difficulties comprehending the contents.

As it can be seen, the second most unpopular type of homework was essay writing. Unfortunately, during the experiment, in the two cases when students got homework in connection with podcasts, their task was to write about them. The majority of the students expressed their dislike towards writing in the questionnaire. One of them remarked that it takes too much time to write, while some other learners simply noted that they do not like to write. It also has to be noted that even some of the teachers reported in the interviews that their students prefer those tasks when they do not need to write.

Regarding the types of homework that were given the best ratings by the students were research on a topic -- i.e. collecting as much information as one can via the Internet or at the library on a given topic -- and one-minute-speech -- i.e. collecting one's views or arguments on a previously discussed topic in order to be able to talk about it smoothly at least for a minute. Podcasts may be combined with these activities instead of or besides writing tasks so that students use them more eagerly. For instance, they could be asked to record their speech. It is quite likely that they would begin this task by writing an outline or script. Thus, besides speaking skills, even their writing skills are improved without assigning any writing activity. In addition, teachers can make sure this way that all the students prepare their speech. Last but not least, it can open the door to more thorough evaluation.

As far as research is concerned, students may be given the task to find and listen to a podcast episode that is related to the given topic. Since podcasts are typically arranged according to topics, students can easily find material that they need. It may be a good idea to give them some sources where they can find proper content. Again, an alternative idea can be to ask the learners to summarize what they have found in a short podcast episode.

I also asked the students whether anything could have been done differently in connection with the podcast listening tasks. The most frequent response was that they were just perfect. Namely, 6 out of the 11 participants agreed with this statement. 4 students would have

preferred more interesting topics. This means that podcasts failed to make the topics of the book more digestible for these students. To resolve this problem, it could be a good idea to look for podcasts that focus on the same grammatical issues with alternative topics. However, as podcasts are categorized according to topics, finding proper episodes can require much more effort on the part of the teacher. Three students would have found the tasks more pleasurable if they had been given the chance to choose a podcast freely from the Internet. It must be noted that it is not easy at all even for a teacher to choose a proper podcast. For instance, the authors of several podcasts are amateur users. These materials do not always represent proper language use or simply are sometimes quite difficult to understand. Two learners regret that they were not given marks for their compositions. Probably this is the saddest feedback of all as this means that these students did not find the materials and activities themselves motivating. One of the students added that he would have liked these tasks more if they had been more comprehensible. As it turned out, this learner was below upper-intermediate level. Since a wide range of podcasts are available on the Internet, I should have taken his lower level into consideration and chosen him episodes that are easier to understand.

At the same time, it is good news that none of the participants agreed that more interesting podcasts should have been assigned within the topics. No student responded that they would have needed more time to accomplish the related tasks. Interestingly, no one agreed with the statement that the listening tasks would have been more pleasurable if the related exercises had been more interesting.

Another positive result is that the majority of the participating students think that they learnt something thanks to podcasts. Eight of the 11 students could write at least one thing that they learnt in their opinion. Four students mentioned listening comprehension. For instance, one of them wrote that “regarding listening, its effect is positive development.” Another opinion is that “it developed me in comprehending texts”. Two learners raised the issue of learning new vocabulary items. One of them responded in the following way: “It always helps if we are given the chance to listen to English texts and we can elicit new words from them, for example the podcast about the Mars.” Pronunciation also appeared amongst the students’ feedback, like this one: “I learnt how to pronounce words and speech, I enjoyed your English.” Some related to the assistance of podcasts in preparing for the test. One student wrote the following sentences: “Yes, I learnt something. I learnt that I am a lazybones. I wrote a pathetic test despite getting such help.” Another participant expressed that “the preparatory podcasts were surprisingly good. It is a new and useful method for studying.”

There were two subjects who felt that they did not learn anything. One of them wrote that he had not really learnt anything. The other students' response was the following: "Yes, I learnt something. Now I know what podcasts are."

As for the participants' overall opinion, it was exactly the same students who had a positive impression as the ones who felt that some learning took place as a result of the use of podcasts. One of the students found using podcasts a brilliant idea. He added that due to the podcasts I made he could feel the support and care of the teacher hence their application should not be ceased. Another student also reflected on the episodes I made when writing his general opinion. He expressed that he had liked listening to my voice as it was comprehensible unlike the listening materials of the book in which 'monkey language' is used. One of the participants made a comparison between podcasts and workbook exercises. He argued that podcasts are ten times better and added that they help and develop. A further opinion is that podcasting is fun, although it has a disadvantage. Namely that one cannot listen to music at the same time as otherwise they would not be able to concentrate on the podcast. Another student highlighted that it was something new that gave him a lot of help.

Three students had a negative opinion. One of them wrote that these podcasts had been too easy and unwanted to him since he watches movies and reads in English on a daily basis. This feedback was completely unexpected as it contradicts one of my hypotheses, namely that those who are frequently access English content via the Internet can be potential enthusiastic users of podcasts. The problem may be caused by the lack of challenge as in the case of the student who found the assigned podcasts extremely short. The only solution I can imagine is taking these differences into consideration and assigning different content for those who are at different levels. Why it especially should be considered is that another student wrote the following about exactly the same podcasts: "They were not too comprehensible. They did not really intrigue me." In case it is not possible to assign different content for the different students an alternative option can be to give them different tasks. For instance, lower level students may be given the transcript with some of the easier words missing from the text. Whereas more advanced students may have to write a letter in which they react to the content. What is more, they can send them to the authors truly. Authentic tasks may not bore these learners but motivate them as a result of the meaningful purpose.

4.5.4 The results of the project

When assigning the roles for the project, one of the students denoted that he did not like any of the roles, hence he would rather make a podcast on his own. To my mind, the genuine

reason could be his personality type. He was fairly introvert based on my observations. At the same time, he was low achiever as well. Consequently, I asked him twice to reconsider his decision, but to no avail. Eventually I accepted his will. Although I did not plan to offer the possibility of individual or pairwork to the students, letting him exclude himself from the project was a conscious decision on my part. Podcasts are good not only for improving students' teamwork and co-operation competencies, but for taking learner differences into consideration as well, including different personality types.

Thus, the students had to send me three podcasts altogether. Two of them arrived by the deadline: the individual and one of the collaborative works. Most of the available time was the first half of the autumn holiday, hence, efficient communication within the groups was essential. As it turned out, one of the groups failed to communicate with each other and did nothing during the break. I decided to give them three extra days within which they could accomplish the task eventually. The hyperlinks for accessing the podcasts can be found in Appendix R.

Despite the fact that I offered the students the opportunity to contact me whenever they had any questions or difficulties, none of them sent me a message. Seven out of the 11 students, including one of the technicians and two of the speakers, reported that they had had no difficulties at all during the project. One of the technicians responded that he had taken over the role of one of their mates as he had not been available. As a result, he became a speaker and a researcher as well. One of the researcher students indicated that he had had some problems with looking up the unknown words from a dictionary, but he did not add how he had handled them. The router of another researcher went out of order as a result of which it took him one day longer to accomplish his task. The student who worked by himself wrote that it had taken him some time to familiarize himself with the sound editor software.

Although 2 subjects disagreed with the statement 'the podcast was easily preparable with our own technical devices' -- one of the speakers, and, interestingly, one of the researchers, -- none of them reported any specific technical problems that had hindered the creation of their podcasts. However, communicational breakdowns occurred in both groups. Despite this fact, there was only 1 learner out of 11 who was not satisfied with the communication and collaboration within his group. It is interesting to see two different ways of dealing with a similar situation. While one of the groups decided to rearrange the roles, the other did not make an effort to make communication work within the group. A possible reason for these students' lack of responsibility was mentioned by my mentor teacher, namely that they had not taken part in projects before. In order to make sure that students work reliably and

efficiently, teachers may apply more conscious group formation or enhanced teacher control. In this case, I did not know the students thoroughly enough and I did not have their e-mail addresses either. Nevertheless, after the holiday, the other group also did the task in three days time. This means that a project like this can be accomplished within a reasonable time even if it is technically new for the students.

While all of the students agreed that ‘the available time was completely enough to accomplish the task’, they spent very different amounts of time carrying out their own parts of the project. For the learner who fulfilled more than one task due to communication breakdown 10 hours were necessary to be finished with his work. The student who made a podcast on his own worked 9 hours on the file until it was uploaded. Concerning the researchers, while for two of them it took 5 to 7 hours to accomplish the task, for the further three participants of this type half an hour was enough. According to the technician participant, his role required 90 minutes of work, while the speakers reported that they had been able to complete their task in 60 minutes. None of the participants thought that the amount of time their role had required was too much. Still, if this kind of project task is assigned on a regular basis, teachers should make sure that a student is always given a different role. On the one hand, it is always another range of competencies and skills that are developed. On the other hand, there is a lower chance that students get bored or that they feel that the assignment of roles is unfair.

Eight of the students agreed that the task was exciting. Two of the participants who disagreed were the learners who took on more than one role. Unfortunately, both of them indicated that they would not like to take part in a similar task in the future. Although taking on more roles was a voluntary decision on their part, they might have felt overwhelmed by tasks.

All in all, I would argue that the project part of the experiment was successful. It supported my hypothesis and one of the results of the questionnaires, i. e. that most Hungarian English language learners of my sample have the devices that are necessary for podcasting. It also turned out that they are successful in using them for creating podcasts despite the fact that they had not even known what the notion means. What is more, all of the students were satisfied with the outcome of their work. The majority of the participants found making a podcast enjoyable and would take part in similar tasks again. It must be added that seeing the students’ enthusiasm and listening their podcasts, my mentor teacher (i.e. the original teacher of the group) asked me to introduce her the technical side of podcasting as she would like the group to keep using the technique in the future.

5. Conclusion

In this paper I examined whether the introduction of podcasting in English teaching in Hungary would be a realistic idea. I surveyed if the majority of a given sample of Hungarian secondary students have the devices with the help of which this introduction would be achievable. I also tried to find out whether these students use the Internet regularly for accessing contents which are similar to podcasts. In addition, I overviewed some English teachers' opinion about this technology, ICT tools in general, and I compared their current methods with podcasting. Lastly, I analysed the outcomes of my experiment, and also reviewed the participating EFL learners' remarks in order to draw conclusions on how easy or difficult it is to introduce podcasting in foreign language education in Hungary.

First of all, regarding technical equipment, I can state that according to my survey, the great majority of my sample of Hungarian secondary students are capable of using podcasts. Most of these students do possess not only the minimum requirements for podcasting (i.e. a computer with a fast enough Internet connection), but different types of portable devices as well. These learners can utilize the advantageous property of this technology, namely, that they can learn the language simultaneously with a couple of other activities, wherever they wish. What is more, a similarly great number of students possess a microphone which is essential for recording podcasts.

The results showed that accessing foreign language materials through the Internet which are similar to podcast files is a common phenomenon amongst my sample of Hungarian secondary school students. This is also a favourable fact which could foster the smooth introduction of podcasts in the EFL classroom.

Nonetheless, English teachers' responses showed that despite the facts that they like the idea of podcasting and they possess the most basic devices for that, most of them do not feel confident enough with technology in general. Unless this attitude changes, a wide-ranging introduction of podcasting would be by no means feasible currently in Hungarian schools.

Eventually, my hypotheses proved to be true in practice as well. No student reported technical deficiencies or difficulties during the experiment. When making podcasts, both the student who worked individually and the groups who worked collaboratively were successful. In addition, the majority of the students found the podcast-related activities enjoyable, and most of them would like to do similar tasks in the future.

All in all, the answer for both of my research questions is positive. I can conclude that the majority of Hungarian language learners may have the devices with the help of which podcasts could be introduced in language teaching as this is the case amongst my sample of

students. Besides this, it proved to be easy to introduce podcasts in language teaching at the present time in a Hungarian EFL classroom.

In my opinion, this paper could successfully explore a yet unfamiliar technology in the Hungarian context. The results can be useful not only for teachers who like to experiment with new technologies, but for decision makers in the field of education as well. As for a possible next step along the lines of the research done in this paper, it could be an examination of the efficiency of using podcasts in developing listening-, speaking- and even writing skills in the long run, compared with the current methods of English teachers.

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Appendix A - The English version of the first questionnaire

1. Please, put a tick next to the devices you possess. (You may choose more than one answer.)

- ☐ MP3/MP4 player
- ☐ iPod
- ☐ Mobile phone that can play MP3 files
- ☐ Computer (any of the following: iPad, netbook, notebook, PC)
- ☐ Microphone (including built-in ones)

2. Do you have broadband Internet connection (fast enough for downloading) at home?

- ☐ YES
- ☐ NO
- ☐ TOO SLOW FOR DOWNLOADING

3. Please indicate how often you do the activities below.

	DAILY	AT LEAST WEEKLY	LESS OFTEN
I watch foreign language videos through the Internet			
I listen to foreign language radio stations or programmes through the Internet			
I download foreign language video and/or audio content from the Internet			

4. Please put a tick next to those content types that you regularly download. (You may choose more than one answer.)

- ☐ Foreign language series
- ☐ Foreign language movies
- ☐ Foreign language TV programmes (quizzes, talent shows, etc.)
- ☐ Foreign language radio programmes
- ☐ Foreign language audiobooks
- ☐ Foreign language plays
- ☐ Other foreign language video or audio content
- ☐ Other:

5. Have you heard of podcasts?

- ☐ YES
- ☐ YES and I (have) use(d) them
- ☐ NO

6. Please, try to define what a “podcast” can be. (If you use or have used them, please, specify how you do it. If you do not know them, try to guess.)

7. In your opinion, how could podcasts be used in education?

Appendix B - The original (Hungarian) version of the first questionnaire

1. Kérlek, jelöld, hogy az alábbi eszközök közül melyikkel rendelkezel! (Több válasz is lehetséges)

- ☐ MP3/MP4 lejátszó
- ☐ iPod
- ☐ MP3 fájlok lejátszására alkalmas mobiltelefon
- ☐ Számítógép (az alábbiak közül bármelyik: iPad, netbook, notebook, asztali számítógép)
- ☐ Mikrofon (akár beépített mikrofon pl. notebook esetében)

2. Rendelkezel otthon letöltésre alkalmas internet kapcsolattal?

- ☐ IGEN
- ☐ NEM
- ☐ TÚL LASSÚ A LETÖLTÉSHEZ

3. Kérlek, válaszd ki, az alábbiak közül melyik tevékenység jellemző rád és milyen gyakran!

	NAPONTA	HETENTE 1-2 ALKALOMMAL	RITKÁBBAN
Idegen nyelvű videókat nézek az interneten			
Idegen nyelvű rádiókat/műsorokat hallgatok az interneten			
Idegen nyelvű videó és/vagy hanganyagokat töltök le az internetről			

4. Kérlek, jelöld, hogy az alábbiak közül mit/miket szoktál rendszeresen letölteni! (Több válasz is lehetséges)

- ☐ Idegen nyelvű sorozat
- ☐ Idegen nyelvű film
- ☐ Idegen nyelvű egyéb televíziós műsor (vetélkedő, tehetségkutató, stb.)
- ☐ Idegen nyelvű rádióműsor
- ☐ Idegen nyelvű hangoskönyv
- ☐ Idegen nyelvű színdarab
- ☐ Idegen nyelvű videó és/vagy hanganyag
- ☐ Egyéb, éspedig:

5. Hallottál már a podcastokról?

- ☐ IGEN
- ☐ IGEN, használtam / használom is őket
- ☐ NEM

6. Kérlek, próbáld meg meghatározni, mi lehet a “podcast”! (ha már használtad / használod, azt is írd le, hogy hogyan történik. Ha nem ismered őket, próbálj meg tippelni!)

7. Véleményed szerint az oktatásban hogyan lehet(ne) a podcastokat használni?

Appendix C - A filled in version of the first questionnaire

13. d

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1. Kérlek, jelöld, hogy az alábbi eszközök közül melyikkel rendelkezel! (Több válasz is lehetséges)

☒ MP3/MP4 lejátszó
☐ iPod
☒ MP3 fájlok lejátszására alkalmas mobiltelefon
☒ Számítógép (az alábbiak közül bármelyik: iPad, netbook, notebook, asztali számítógép)
☐ Mikrofon (akár beépített mikrofon pl. notebook esetében)

2. Rendelkezel otthon letöltésre alkalmas internet kapcsolattal?

☒ IGEN
☐ NEM
☐ TÚL LASSÚ A LETÖLTÉSHEZ

3. Kérlek, válaszd ki, az alábbiak közül melyik tevékenység jellemző rád és milyen gyakran!

	NAPONTA	HETENTE 1-2 ALKALOMMAL	RITKÁBBAN
Idegen nyelvű videókat nézek az interneten	X		
Idegen nyelvű rádiókat/műsorokat hallgatok az interneten		X	
Idegen nyelvű videó és/vagy hanganyagokat töltök le az internetről	X		

4. Kérlek, jelöld, hogy az alábbiak közül mit/miket szoktál rendszeresen letölteni! (Több válasz is lehetséges)

☒ Idegen nyelvű sorozat
☒ Idegen nyelvű film
☒ Idegen nyelvű egyéb televíziós műsor (vetélkedő, tehetségkutató, stb.)
☐ Idegen nyelvű rádióműsor
☐ Idegen nyelvű hangoskönyv
☐ Idegen nyelvű színdarab
☐ Idegen nyelvű videó és/vagy hanganyag
☐ Egyéb, éspedig:

5. Hallottál már a podcastokról?

☒ IGEN
☐ IGEN, használtam / használom is őket
☐ NEM

6. Kérlek, próbáld meg meghatározni, mi lehet a "podcast"! (ha már használtad / használod, azt is írd le, hogy hogyan történik. Ha nem ismered őket, próbáld meg tippelni!)

olyan hanganyag amelyben különböző témakörökről beszélnek pl NBA Podcast a sport tv Podcastja.

7. Véleményed szerint az oktatásban hogyan lehet(ne) a podcastokat használni?

interaktív órák keretében lehetne az óra anyagához kapcsolódó podcast-ot hallgatni.

Appendix D - A sample of definitions of podcasts written by the students who filled out the first questionnaire

Definitions that I rated as more or less proper:

Sharing sound and video materials on the Internet which users can subscribe to, and they can see the latest contents.

A podcast is typically the collection of broadcasts in mp3 format, and the downloading of them to the user's device.

Sound material in which there are discussions about different topics, for example NBA podcast or the podcast of Sport TV.

Recorded conversations that can be found on the Internet in parts.

It's a conversation where we can't see the participants. It's similar to radio, but it is recorded and uploaded, and not live. For example, Dumaragu or Filmbarátok.

Definitions that I rated as improper:

Some kind of electronic equipment.

I think it is some kind of educational portable computer-like something.

I have already watched a podcast video, but I can't define it.

It is a downloadable page.

Maybe it's a type of application that can record sound.

It is an instrument.

Appendix E - The transcript of the interview I made with Teacher 1

Based on my introduction, would you use podcasts in language teaching? If yes, how? If not, why?

I would, although I'm not a technical genius. Since this generation is proficient in Information Technology, it could be very useful. It might be worth a try from elementary to upper-intermediate levels. An idea for the 'how': after students have talked about a topic, we listen to some podcasts in order to hear some alternative ways of approaching that.

Could you imagine that you start using podcasts with your current groups?

Regarding their knowledge and skills, many of them would be capable of using podcasts. I could imagine it in some of the advanced 9th grader groups, although, it might be a bit hard nut to crack for them. If I could find a topic that holds their attention, I would consider starting using them. To be honest, I often have the impression that they would like to do anything except studying. In addition, there are a couple of students who like to stand out from the group, but in a negative sense.

How about giving them the task to create a podcast?

Yes, maybe, however, I'm not sure if they would exploit it.

How would you like the idea to make your students create podcasts?

If I assigned the task to create a podcast I'm sure some of the students wouldn't do it. Nevertheless, the majority would do it, although it may depend on the topic. I think it also would be very important to give them enough time. It would possibly work in groups as well.

In case it came true, how would you do it?

Groups could be formed according to existing cliques, for example. I think giving reward such as a good mark would be a must. I would give them a good mark or any kind of positive feedback even if the product is not so good.

What kind of materials do you use to improve the learners' listening skills?

Above all, I use the CDs of the coursebooks.

Are you satisfied with them?

On the whole I like them, although, at elementary level, there are dialogues and serialised stories that are quite childish. Still, most of these CDs are useful. Sometimes I bring in short films on DVDs, but before doing so, I always put an effort into finding out what the students are interested in. What's more, I give project work to the students occasionally, and, when presenting, the rest of the group listen carefully in the ideal case.

To your knowledge, are there any students in your groups who download and watch/listen to English language content (e.g. series, movies) on a regular basis?

I know three students from my 13rd-grader-group who do it regularly, and I can say that they are successful learners. I guess that it's their interest due to which this habit has evolved. I think that they have learnt a lot from movies and series.

Do you think they would show greater interest towards podcast if you introduced them?

Probably. However, in my opinion picture is determining.

Do you assign tasks/activities to which the students need to use ICT devices (e.g. promoting online dictionaries, online tasks, watching videos, etc.)? If you do, what are your experiences? If you do not, why?

If students give presentations, they have to prepare slides, too. Though ICT devices have several useful functions, I don't really use them. I don't use a laptop either. OK, if I want to play a movie for the students or when they give presentations, I have one with me.

What's your opinion about letting the students use their devices in class?

I can't be totally consistent. Basically I don't allow the students to use them, whereas if I stand next to the student and I can see that they use it as an aid, I have no objections. The function itself is undoubtedly useful.

When assigning tasks, to what extent can you take learner differences into consideration? (e.g. different fields of interests, different learning styles, language levels, etc.)

There are two things you have to consider: the syllabus that you have to accomplish, and the interests of the students. If you are lucky, these two coincide. However, there are differences between the two in reality. My experience shows that those learners who don't care about the

coursebook and the workbook, can't be engaged with anything else. Whenever I ask them what they are interested in, they don't have the foggiest idea. Nevertheless, this doesn't mean that students don't give good ideas at all. When they do, I do my best to utilize them. For example, I have a student who is not that hard-working, still, he usually brings topics in English about which we can talk. Other students also join him on these occasions, though it's a bit spontaneous.

Appendix F - The transcript of the interview I made with Teacher 2

Based on my introduction, would you use podcasts in language teaching? If yes, how? If not, why?

I would, with pleasure. Teachers should change their attitude towards teaching. It would be much easier to adjust to students' needs if we could involve the Internet in teaching.

Could you imagine that you start using podcasts with your current groups?

Yes, absolutely.

How would you like the idea to make your students create podcasts?

I wouldn't try it. It needs too much energy, although, it's likely that students would enjoy it. I don't think it would be efficient, however, I'm not against it by all means. Students had better listen to podcasts. Some students just lay on their desks in class, they don't even want to raise a finger. One of my groups asked me today to skip the listening task.

What kind of materials do you use to improve the learners' listening skills?

I've used only the CD until recently. I've just started using some audio materials from the BBC's website because more modern and more slangy expressions are used in these products.

Are the students eager to work with these materials?

They weren't as enthusiastic as I expected, although, the technical equipment wasn't the best either. I've used these materials primarily in the elective courses so far. Nonetheless, I have the transcript for the audio, so I could even display that with the projector in some cases. Something exciting and interesting is needed in order to avoid passive reception. As for the CD of the Channel coursebook, they speak in a very mannered and exaggerated style, they are ridiculous, even for me. As a result, students don't welcome these listenings, and it's unpleasant. It's great if a teacher has a proper CD. However, its quality makes a difference. If one has a good quality CD, it should be enough for improving listening skills. Enough to take the matura exam successfully, I mean. If one's aim is to go abroad, continuous development is a must. In my view, interactions are the most important.

To your knowledge, are there any students in your groups who download and watch/listen to English language content (e.g. series, movies) on a regular basis?

Regularly? Well, there are some students who do it sometimes, but I haven't met such learner who does it on a regular basis.

Do you assign tasks/activities to which the students need to use ICT devices (e.g. promoting online dictionaries, online tasks, watching videos, etc.)? If you do, what are your experiences? If you do not, why?

I don't assign tasks on the Internet because I can't check whether something has been accomplished or not. However, if a student misses a few classes I recommend him exercises on the Web. Recently I have showed them some online tasks with the projector. My suggestion was to do some tasks like that in the breaks between classes. It's an additional opportunity to improve their English but it's impossible to check.

Concerning online dictionaries, I don't promote them, as I don't use them too often, either. As for online research or watching videos, I find them useful. However, I don't expect them to use these because I don't know either how to deal with them properly. An in-service training would be extremely useful. What's more, I should create sufficient technical conditions for myself first. Until it's done, it plays a considerable role in why I don't use ICT tools.

What's your opinion about letting the students use their devices in class?

We insist on not using mobile phones in class, we should take them from the students whenever they use them, still, they use them in any case. Probably it would be easier to take them when a word has to be looked up, instead of dragging in dictionaries. On the one hand, the current situation is uncomfortable for me, so I may change my mind and let them use these devices. On the other hand, I'm convinced that it can cause deconcentration, so a certain discipline would be essential for this.

When assigning tasks, to what extent can you take learner differences into consideration? (e.g. different fields of interests, different learning styles, language levels, etc.)

Unfortunately, I can't take their learning styles into consideration. It's possible with projectworks, but I don't care about these. Of course, if you get to know your students thoroughly, you can identify the areas in which each student is strong. Despite this fact, I don't adjust to them. The tasks I assign are quite simple. Sometimes I give them some

interesting writing assignments or they can experiment with projectwork, but only once or twice a year. Regarding their fields of interests, if I can see that a student is better at a certain area, I formulate the question in a personalised way or I give him the opportunity to prepare a presentation. However, I never give different pieces of homework. All in all, a paradigm-shift would be necessary, but it's impossible without in-service trainings. It would be weird if I wanted to show things I don't understand completely for those who are experts. I try to learn empirically how to use these technical devices, but I'm not sure my methods are good enough. Anyhow, I don't get confused if I have to ask for help, however, I think, some of my colleagues do.

Appendix G - The transcript of the interview I made with Teacher 3

Based on my introduction, would you use podcasts in language teaching? If yes, how? If not, why?

Yes, for sure. I find them very useful as they are inspiring and motivating. As students sit in front of the computer anyway, I don't have to distract them from there. It's their own field of interest that they can use, only the aim is different.

I would download some episodes from the Internet and I would give a task sheet to it. Based on the idea of podcasting, I am going to give out the listening tests of previous matura exams. One of the main advantages of this idea is that it can be suited to students' own pace. In addition, they can choose how many times they would like to listen to a text. Consequently, they can benefit from these tasks as much as possible. Another possible task could be to ask the students to write down what they can hear. We used to do the same with lyrics when I was a high school student. Additionally, I can also imagine to use those kind of questions that we invent for reading comprehension tasks. With the help of these activities, we can make language teaching much more efficient. Practically, it's about increasing the amount of time one spends learning the language.

Could you imagine that you start using podcasts with your current groups?

Certainly. The only obstacle for me is the underlying technology. I'm wondering whether it can be learnt on your own so that you can do with it whatever you would like to. In other words, it's not so fortunate if you have to concentrate on how to do it instead of what to do. An in-service training would be necessary for each and every English teachers at the school. If I knew properly how this all works I would have already given the students some tasks of this type.

How would you like the idea to make your students create podcasts?

It's an amazing idea, especially for those classes that are specialized in Information Technology. Students are concerned with the language and can learn without noticing it. What's more, it improves students' cooperative and social skills. To put it short, it can be efficient humanly, too.

What kind of materials do you use to improve the learners' listening skills?

Besides the CDs of the coursebook, I use some extra materials as well. To tell the truth, I could collect plenty of useful materials in the previous 30 years. I have listening tasks from other coursebooks, language books and testbooks, not to mention that I always speak in English. Moreover, I use DVD films, too. Students are always given related exercises, thus it's not l'art pour l'art. The new words from the movies appear even in the tests. Last but not least, we usually sing around Christmas. In order to teach the lyrics, I use listening exercises. This variety helps maintain the students' attention.

When they should listen to me, they tend to switch off. In order to prevent this, I ask for continuous feedback, for example, what your classmate has said. It's important whether students know they have to listen carefully all through the lesson. I try to attract their attention to the fact that that is also listening.

To your knowledge, are there any students in your groups who download and watch/listen to English language content (e.g. series, movies) on a regular basis?

There are. Especially those students do that who specialize in IT and those who have a preparatory year in language learning. When I ask them about their previous weekend they often mention such activities. For those learners whose language level is advanced enough, I even recommend them to watch some series in English, with English subtitles. At the same time, I don't think it is a common phenomenon in lower level groups.

Do you assign tasks/activities to which the students need to use ICT devices (e.g. promoting online dictionaries, online tasks, watching videos, etc.)? If you do, what are your experiences? If you do not, why?

No, because I'm not familiar with these devices. However, during the summer I usually get in touch with students in English. A few months ago when the language laboratory became unoccupied for a few hours for some reasons, I took advantage of the opportunity. I asked the students to do a quick research on a current issue and write a brief summary about that. If there was a classroom for this purpose, I would definitely use that. Actually, I've already raised this question when having consultation with the headmaster. I advised to reuse those computers that are replaced in our IT rooms. Luckily, he liked the idea.

As for online dictionaries, I prefer traditional to online ones, consequently, I don't promote them. In my personal opinion, I don't find it healthy to sit in front of the screen. The only

reason why I do it sometimes is to keep pace with my students. I tried to get used to technology, but to no avail.

When assigning tasks, to what extent can you take learner differences into consideration? (e.g. different fields of interests, different learning styles, language levels, etc.)

It only depends on the creativity of the teacher. For instance, if the topic is sports, and the student is crazy about films, I ask him to find a film connected to sports. It's very important to approach students through their fields of interest. Once it's done, you can ask them for more due to the good relationship resulting from the initial attitude. Nevertheless, I don't think it's the teacher's task to remain on those fields the students like. Teaching must involve education as well, besides learning the language. I have to introduce the students to my world. That's what they can learn from. Regarding homework, it depends of the type of the exercise if I can take differences into consideration. In the classroom, I accomplish it by time arrangement. While lower level students are still working, I am talking to those who have finished, or I often give extra tasks. Finally, different groups are given different types of tests.

Appendix H - The transcript of the interview I made with Teacher 4

Based on my introduction, would you use podcasts in language teaching? If yes, how? If not, why?

I liked the idea what you've mentioned in connection with the test and the projectwork, too. Students don't like to write any more, they hate when they have to take their exercise books. I'm sure they would prefer an exercise with podcasts to the traditional ones.

Could you imagine that you start using podcasts with your current groups?

Yes, in the previously mentioned ways.

How would you like the idea to make your students create podcasts?

Yes, it's also a good idea. When they don't have to write and it has something to do with computers, they are all for it. I think they are computerholics.

What kind of materials do you use to improve the learners' listening skills?

I use materials from other coursebooks, for example, New English File or New Headway, I have loads of materials like this.

Are the students eager to work with these materials?

The reception is mixed. To some extent they are happy as they don't have to open the book, but the excitement that I would expect is just not there. I bring only such ones that worked earlier and stimulated some talk. But now this is not the case. I know that some of these books target adults, while the one we use, Pacesetter, was written for children, but not for today's kids. They care for much more up-to-date things. Their scope is becoming more and more narrow. If there is a picture next to the text they might pay attention for a while. If you can keep their attention for some 10 minutes, that's something.

Do you think it is less effective if there is sound only?

I'm sure it is. That's what makes listening tasks so difficult. You have to decide who is speaking, who he/she is, what he/she is doing, what he/she is speaking about, and, in addition, you have to answer some questions. In real life the only occasion when you experience this is when you make a phone call. In my opinion the only reason why we use these kind of

activities in classrooms is that this is achievable. Well, we got projectors in several classrooms now, but, unfortunately, their use is restricted for some reasons.

To your knowledge, are there any students in your groups who download and watch/listen to English language content (e.g. series, movies) on a regular basis?

There are a lot of students who have reported this, and they state they watch content in English. They told me it's better to watch it in English. However, I would say it's less than 50% of the students.

Do you assign tasks/activities to which the students need to use ICT devices (e.g. promoting online dictionaries, online tasks, watching videos, etc.)? If you do, what are your experiences? If you do not, why?

Sometimes I send the homework via e-mail. Of course, they use online dictionaries, what's more, it's always me who calls their attention that when doing the homework, they don't even need to open a dictionary. In class I am their dictionary.

What's your opinion about letting the students use their devices in class?

Sometimes I allow them to use their smartphones to check a word, but only one student at a time, and right after that, they have to put it away. I have a group, a 14th-grader one, who were not willing to purchase the coursebook, but downloaded it instead. When I told them the title, it didn't take them more than 2 minutes to download. Right there, in the classroom. They bring their laptops to class, you know. The school's policy allows them to do so. Although, it has its dangers. Sometimes I have no doubts they are doing something else, but I must let them use these machines. As for online dictionaries, they are definitely faster, so I use them, too. However, traditional dictionaries have several advantages. I regret that we don't write down the new words any more, it used to be a thorough method.

I also take in my laptop occasionally so that I can display the material with the projector or I use it as a media player. As soon as the students spot it, they become happy as they know they don't have to open the book. They think we don't learn these times, but they are wrong, we do learn, they just don't notice it.

Do the students always do the homework?

There are only few students who don't. I think the most important thing is that it has a consequence. I give them a 'kisegyes' everytime they don't have homework. When they have

collected some, they start doing the homework. Some of them admit though, that they did the tasks in the preceding break. Recently, I got them to send messages to each other on Facebook. First, they objected to the idea that I exploit technology this way, but they get used to it after a while. I can't imagine that there are homes where there is no computer. However, you had better survey it first.

When assigning tasks, to what extent can you take learner differences into consideration? (e.g. different fields of interests, different learning styles, language levels, etc.)

With the coursebook, it's impossible to consider any of these. As I've mentioned, I send some extra material to the students sometimes via e-mail. I wouldn't say they exploit its possibilities. As for their fields of interest, I can't remember each and every students'. I always experiment with materials from other books. Last time they had to collect ideas what they would do if a bear chased them. Unfortunately, it was a disaster, eventually all of the students were messing around.

When assigning homework, I usually have them use their imagination, for example, they have to finish a story. I accept everything unless it's obscenity.

To be honest, I find this coursebook completely boring, so I try to use as many supplementary materials as possible so that even I can learn something new. Nonetheless, my opinion is that a bit of laxity is necessary to teach English. Otherwise, you won't be able to attract the students' attention. The main point is to get the students speak. If they don't speak, the whole thing is pointless. Mere exercises are extremely boring and if the students are bored, I am bored, too. And you can't do it like this for decades.

Appendix I - The transcript of the interview I made with Teacher 5

Based on my introduction, would you use podcasts in language teaching? If yes, how? If not, why?

Yes, I would. They could be very good supplementary materials besides the obligatory ones in language teaching. I think they could be used with advanced and interested groups, from 11th grade. They must be good for improving listening skills. Students could hear some voices other than mine, so podcasts can bring variety and they are authentic. Apart from listening, I'm sure they can be used for pair- and groupwork activities. They might improve creativity. Last but not least, if tasks are thought further they might be used for improving other skills as well. For example, the task could be making notes about what is said. This way it can improve even writing skills. What's more, it would be entertaining even for me. Anyway, I would connect them to the topics of the coursebook. Once or twice I would try if students can bring topics.

Could you imagine that you start using podcasts with your current groups?

Yes, however, not in all groups, only in the upper ones. Namely, in 12.B or 13.B, although, they are mixed groups, too. There are students whose voice I haven't heard yet. They could be given the task to edit the recording. Although it wouldn't make them speak either.

How would you like the idea to make your students create podcasts?

First of all, I should familiarize myself with the technology.

In case it came true, how would you do it?

It could be matched with the presentations that my students have to do regularly. Initially it should be groupwork. In case they like it, I would give them an opportunity to try it individually. However, I'm not sure what the tongue-tied students would do.

What kind of materials do you use to improve the learners' listening skills?

Basically I use the coursebook CD or cassette. As for the CD of the Channel coursebook, it is criticised sometimes as there are no more than three or four voices and these vary. I'm not sure that it's too fortunate. Sometimes I download songs and play them for the students. They absolutely love this. There are occasions when I stand in front of the class and sing the Britain National Anthem. Its reception is mixed. With my more advanced groups I have used my

former university teachers' recorded materials or radio and TV advertisements, even as a warmer. When discussing certain topics I often play related videos for the students. On the one hand, they become part of the discussion, and, on the other hand, we look up the new words and expressions from them.

Are the students eager to work with these materials?

There are some learners who think that listening exercises are a waste of time and, as a result, they don't pay attention. I often call their attention to the fact that they can profit from these activities.

To your knowledge, are there any students in your groups who download and watch/listen to English language content (e.g. series, movies) on a regular basis?

There are a couple of such students in each group. They often talk about series I don't know at all. At the same time, I don't think that any of them download and/or listen to audio materials, but movies and series.

Do you think it is less effective if there is sound only?

I find it possible that the lack of visuals makes a material less motivating. Visuals are important for a lot of learners. Materials with visuals are more motivating, for the students at this school at least.

Do you assign tasks/activities to which the students need to use ICT devices (e.g. promoting online dictionaries, online tasks, watching videos, etc.)? If you do, what are your experiences? If you do not, why?

As I've mentioned, I often play videos for the students. Apart from this, I've recently showed some websites for the interested learners where they can find tasks. Recently I gave them the task to do a research about Ireland on the Internet and prepare a presentation. Some of the students did it finely, while some others whipped it up right before class.

What's your opinion about letting the students use their devices in class?

There have been a few occasions when this happened. Actually, I have technical groups as well, where it's an everyday phenomenon. At the same time, I'm quite sure that my lower groups use their smartphones for completely different purposes. If they could use them

sensibly, I wouldn't have objections. Although, the management regularized this issue due to scandalous cases.

When assigning tasks, to what extent can you take learner differences into consideration? (e.g. different fields of interests, different learning styles, language levels, etc.)

Tasks are given in most lessons, so I haven't used a distinction like this before. I'm not sure whether it's a good idea or not. To be honest, I have no experience concerning this issue, maybe I should try it. Regarding language level, I do take learner differences into consideration in class. Lower level learners are given the easier parts of tasks, while more advanced students should do the more difficult ones. When I examine them orally, I also handle the differences: an advanced student has to be much more prepared to get a five. It's their own previous achievements to which I compare their performance.

Appendix J - The transcript of the interview I made with Teacher 6

Based on my introduction, would you use podcasts in language teaching? If yes, how? If not, why?

These podcasts are really cool, I think they can be useful. What comes to my mind is that they could be used as supplementary material or as exercises for practice. Anyway, I am very optimistic about these gadgets because I know that students like them, although my experience is that sometimes they are rather conservative and passive, so it's fairly difficult to activate them.

Could you imagine that you start using podcasts with your current groups?

Well, I have 3 classes a week with a group of 9th graders where time could be the only obstacle. However, if there were podcasts for the book we could use them while following the main drift. Although I'm not completely sure if their pre-intermediate level is flexible enough. What's more, I have a very weak group of 11th graders who wouldn't have an idea what to do with podcasts in my opinion. Nonetheless, my 12th graders would definitely love them.

How would you like the idea to make your students create podcasts?

Why not? I think students would know how to create a file like this, and I'm sure they would enjoy when the others are working with them. Nowadays, I often ask my students to prepare interactive presentations whenever it seems that they are interested in a topic.

What kind of materials do you use to improve the learners' listening skills?

I use the coursebook CD regularly, though I'm not completely satisfied with their pronunciation. In addition, in some cases, the tasks are not well-structured, however, I can manage to utilize them most of the time. The point is to avoid wasting of time and do something useful instead. We turn to YouTube to watch some videos now and then, or if we are particularly interested in a topic, we visit BBC Online.

To your knowledge, are there any students in your groups who download and watch/listen to English language content (e.g. series, movies) on a regular basis?

Yes, I know that a couple of students watch series partly or fully in English. Sometimes it's obvious when you hear them speak in class.

Do you assign tasks/activities to which the students need to use ICT devices (e.g. promoting online dictionaries, online tasks, watching videos, etc.)? If you do, what are your experiences? If you do not, why?

I always recommend useful sites for those who plan to take a language exam. Moreover, all of my groups are big fans of the Five-minute-English webpage. Apart from that, I'm in favor of online dictionaries and any type of online material.

When assigning tasks, to what extent can you take learner differences into consideration? (e.g. different fields of interests, different learning styles, language levels, etc.)

In my opinion online tasks are perfect for taking different fields of interests into consideration. This is exactly my aim when I assign tasks of this type, otherwise there would be no use in doing them. I always would like my students to revel in completing exercises.

Appendix K - The transcript of the interview I made with Teacher 7

Based on my introduction, would you use podcasts in language teaching? If yes, how? If not, why?

No. I think podcasting is a very modern technology, but it requires too much effort on the teacher's part. It's the teacher who has to find proper materials and create the related exercises. I'm not sure whether it's worth investing so much energy into it. However, students could be asked to bring podcasts to class which they find interesting. We could work with these files together, using interactive learning methods.

Could you imagine that you start using podcasts with your current groups?

I have an advanced group where it would be feasible in my opinion, still, it would require too much organization and control.

How would you like the idea to make your students create podcasts?

For the time being, I can't imagine that we would create materials like this. I don't have the foggiest idea how to start the whole process.

What kind of materials do you use to improve the learners' listening skills?

I use the coursebook CDs in most of the cases.

Are you satisfied with them?

I wouldn't say they are perfect, but there are a few witty and useful recordings on them.

Are the students eager to work with these materials?

Yes, most of them.

To your knowledge, are there any students in your groups who download and watch/listen to English language content (e.g. series, movies) on a regular basis?

Of course, I have a couple of students who are real fans of series. To tell the truth, I don't watch TV at all since I don't have any freetime. This means that I can't really discuss these topics with them.

Do you assign tasks/activities to which the students need to use ICT devices (e.g. promoting online dictionaries, online tasks, watching videos, etc.)? If you do, what are your experiences? If you do not, why?

The technical equipment at the school is not as reliable as it used to be. Although we have interactive whiteboards in some of the classrooms, we don't really switch them on nowadays. Something is always wrong with them which is very stressful. This year it really sets back the experimenting disposition of the teachers.

When assigning tasks, to what extent can you take learner differences into consideration? (e.g. different fields of interests, different learning styles, language levels, etc.)

Fortunately, groups are organized according to language level. In this aspect, they are more or less the same. Regarding fields of interest, I often get them to prepare presentations, even as a means of punishment. Sometimes the topic is completely their choice.

Appendix L/1 - The English version of the first part of the second questionnaire

1. How easy/difficult was it to download or listen to the podcasts based on the teacher's introduction and instructions?

2. How many times did you listen to the following podcasts?

- Driving on Mars:
- Overview for the first test :
- Adventure topic (when you could choose from 4 episodes):
- Overview for the second test:

**3. Please, rate each podcast concerning the following aspects.
(1 = unfavourable; 5 = completely favourable)**

	Comprehensibility	Interest	Length
Driving on Mars:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
First overview:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Adventure topic:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Second overview:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

4. Which podcast was your favourite? Why?

5. Did you learn anything due to podcasts? If so, could you define what it was?

6. How did you like the following types of homework? Please, rate each type and give reasons for your choice.

(1 = I did not like it at all; 5 = I liked it very much)

One-minute-speech	1 2 3 4 5	Why:
Tasks in the workbook	1 2 3 4 5	Why:
Research on a topic	1 2 3 4 5	Why:
Listening to podcasts	1 2 3 4 5	Why:
Essay writing	1 2 3 4 5	Why:

7. Is there anything that should have done differently so that you would have accomplished the tasks with more pleasure? Please, underline those statements that could have made the tasks better. You may underline more than one statement.

The tasks were just perfect

I would have preferred more interesting topics

If more interesting podcasts were assigned in connection with the topics

If more interesting tasks were assigned for the listenings

If we would have given grades for our compositions

If we were given the chance to choose a podcast freely from the Internet

If we were given more time to accomplish the task

Other:

8. What do you think about the podcast listening tasks on the whole? Please, summarize your opinion in a few sentences.

9. Would you like to be given tasks in connection with podcasting in the future? Why? What kind of task would you like the best?

Appendix L/2 - The English version of the second part of the second questionnaire

- 1. What was your role within the group? _____**
- 2. Did you experience any difficulties while doing the task? If so, please specify it. How could you handle it?**
- 3. How much time did you spend doing your task? Do you think it was a lot?**
- 4. How would you rate the quality of communication and collaboration within your group?**
- 5. What is your opinion about your group's podcasts?**
- 6. If you have any further remarks, please write them down here:**
- 7. Please, decide whether the below statements are true (T) or false (F).**
 - A.) The available time was completely enough to accomplish the task.***
 - B.) The podcast was easily preparable with our own technical devices.***
 - C.) The task was exciting.***
 - D.) I would take part in similar tasks in the future with pleasure.***
 - E.) I could find one or more interesting topics amongst the assigned ones.***

Appendix M/1 - The Hungarian version of the first part of the second questionnaire

1. Mennyire volt egyszerű/nehéz elérni, letölteni/meghallgatni a podcastokat a tanár ismertetője alapján?

2. Hányszor hallgattad meg az egyes podcastokat?

- Driving on Mars:
- Első teszt előtti összefoglaló:
- Adventure topic (amikor 4 alternatíva közül lehetett választani):
- Második teszt előtti összefoglaló:

3. Milyennek találtad az egyes podcastokat az alábbi szempontokból? Karikázással jelöld!

(1 = nagyon rossz; 5 = nagyon jó)

	Érthetőség	Érdekesség	Hossz
Driving on Mars:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Első teszt előtti:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Adventure topic:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Második teszt előtti:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

4. Melyik volt a kedvenced? Miért?

5. Tanultál valamit a podcastoknak köszönhetően? Ha igen, meg tudnád határozni, hogy mit?

6. Mennyire kedvelted az alábbi házi feladatokat? Kérlek, karikázással jelöld, utána pedig próbáld meg röviden megindokolni. (1 = egyáltalán nem kedveltem; 5 = nagyon kedveltem)

One-minute-speech	1 2 3 4 5	Miért:
Munkafüzet feladatai	1 2 3 4 5	Miért:
Research on a topic	1 2 3 4 5	Miért:
Podcast hallgatása	1 2 3 4 5	Miért:
Esszéírás	1 2 3 4 5	Miért:

7. Van olyan, ami ha másképpen történt volna, akkor szívesebben vagy többet foglalkoztál volna a podcastos feladatokkal? Kérlek, húzd alá azokat az állításokat,

amelyek jobbá tehetnék volna a feladatokat! Több választ is aláhúzhatsz.

Pont jó volt így

Ha érdekesebb témák lettek volna

Ha a témák kapcsán érdekesebb podcastokat kell meghallgatni

Ha érdekesebb feladatok kapcsolódtak volna a hallgatáshoz

Ha jegyet kaptunk volna arra, amit írok

Ha én választhattam volna magamnak egyet az interneten lévő podcastok közül

Ha több idő lett volna megcsinálni

Egyéb:

8. Összességében mit gondolsz a podcastos feladatokról? Kérlek, fogalmazd meg néhány mondatban!

9. Szeretnéd, ha a jövőben is kapnál podcastokkal kapcsolatos feladatokat? Miért? Milyen feladatnak örülnél a legjobban?

Appendix M/2 - The Hungarian version of the second part of the second questionnaire

- 1. Mi volt a szereped a csoportban?** _____
- 2. Ütköztél bármilyen nehézségbe a munkád során? Ha igen, mi volt az és hogyan kezelted?**
- 3. Mennyi időt fektettél a feladatod elvégzésébe? Ezt mennyire gondolod soknak/kevésnek?**
- 4. Hogyan értékelnéd a csoporton belüli kommunikációt és együttműködést?**
- 5. Mit gondolsz a csoportod podcastjáról?**
- 6. Egyéb vélemény:**
- 7. Kérlek, jelöld, hogy az alábbi állításokat igaznak (I) vagy hamisnak (H) gondolod!**
 - A.) A rendelkezésre álló idő bőven elegendő volt a feladat elvégzéséhez.*
 - B.) A rendelkezésünkre álló technikai eszközökkel könnyedén elkészíthető volt a podcast.*
 - C.) A feladat izgalmas volt.*
 - D.) Szívesen részt vennék legközelebb is podcast készítésében.*
 - E.) A témák között volt olyan, ami érdekel.*

Appendix N/1 - A filled in version of the first part of the second questionnaire

1. Mennyire volt egyszerű/nehéz elérni, letölteni/meghallgatni a podcastokat a tanár ismertetője alapján?
Nagyon egyszerű volt.

2. Hányszor hallgattad meg az egyes podcastokat?
- Driving on Mars: *1...*
- Első teszt előtti összefoglaló: *2...*
- Adventure topic (amikor 4 alternatíva közül lehetett választani): *2...*
- Második teszt előtti összefoglaló: *5...*

3. Milyennek találtad az egyes podcastokat az alábbi szempontokból?
Karikázással jelöld!
(1 = nagyon rossz; 5 = nagyon jó)

	Érthetőség	Érdekesség	Hossz
Driving on Mars:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Első teszt előtti:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Adventure topic:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Második teszt előtti:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

4. Melyik volt a kedvenced? Miért?
A második teszt előtti, sok segítséget adott.

5. Tanultál valamit a podcastoknak köszönhetően? Ha igen, meg tudnád határozni, hogy mit?
Új kifejezéseket.

6. Mennyire kedveltél az alábbi házi feladatokat? Kérlek, karikázással jelöld, utána pedig próbáld meg röviden megindokolni. (1 = egyáltalán nem kedveltem; 5 = nagyon kedveltem)

	1 2 3 4 5	Miért:
One-minute-speech	1 2 3 4 5	<i>Érdekes előadásokat hallhattuk</i>
Munkafüzet feladatai	1 2 3 4 5	<i>Miért: "Tul. időnként" segít megismerni</i>
Research on a topic	1 2 3 4 5	<i>Miért: Sok érdekesség volt, felkészítő jellegű</i>
Podcast hallgatása	1 2 3 4 5	<i>Miért: Újdonság volt, felkészítő jellegű</i>
Esszéírás	1 2 3 4 5	<i>Miért: Sokat ezt nem kedvelem</i>

7. Van olyan, ami ha másképpen történt volna, akkor szívesebben vagy többet foglalkoznál volna a podcastos feladatokkal? Kérlek, húzd alá azokat az állításokat, amelyek jobbak tehetnének volna a feladatokat! Több választ is aláhúzhatsz.

Pont jó volt így
Ha érdekesebb témák lettek volna
Ha a témák kapcsán érdekesebb podcastokat kell meghallgatni
Ha érdekesebb feladatok kapcsolódtak volna a hallgatáshoz
Ha jegyet kaptunk volna arra, amit írok
Ha én választhattam volna magamnak egyet az interneten lévő podcastok közül
Ha több idő lett volna megcsinálni
Egyéb:

8. Összességében mit gondolsz a podcastos feladatokról? Kérlek, fogalmazd meg néhány mondatban!
Szerintem nagy segítséget nyújtanak a későbbiekben. Újdonság volt.

9. Szeretnéd, ha a jövőben is kapnál podcastokkal kapcsolatos feladatokat? Miért? Milyen feladatnak örülnél a legjobban?
Szeretném, mert ez nem hétköznapi és sok mindenben segít.

Appendix N/2 - A filled in version of the second part of the second questionnaire

1. Mi volt a szereped a csoportban?

A legaktívabb és legkreatívabb

2. Ütköztél bármilyen nehézségbe a munkád során? Ha igen, mi volt az és hogyan kezelted?

Nem ütköztem, minden könnyedén ment.

3. Mennyi időt fektettél a feladatod elvégzésébe? Ezt mennyire gondold soknak/kevésnek?

Másfél órát, nem volt sok, de elegendő volt.

4. Hogyan értékelnéd a csoporton belüli kommunikációt és együttműködést?

Voltak kisebb-kb. hiányok, de jól működött.

5. Mit gondolsz a csoportod podcastjáról?

Jó munka, érdekesnek találom.

6. Egyéb vélemény:

Jó munka és a podcast ötlet.

7. Kérlek, jelöld, hogy az alábbi állításokat igaznak (I) vagy hamisnak (H) gondolod!

A.) A rendelkezésre álló idő bőven elegendő volt a feladat elvégzéséhez. ☒

B.) A rendelkezésünkre álló technikai eszközökkel könnyedén elkészíthető volt a podcast. ☒

C.) A feladat izgalmas volt. ☒

D.) Szívesen részt vennék legközelebb is podcast készítésében. ☒

E.) A témák között volt olyan, ami érdekel. ☒

Appendix O - Sample of the students' compositions

This program made by BBC.
 Driving on Mars.
Vehicle: "Remedy" controller - it's control: using a machine back on Earth.
 it wasn't the first but it was the most sophisticated car on Mars.
 It took 8 months to get to Mars.
 It will be there 2 years.
 - finding life.
 Marsquake.
~~Mars~~ magnetic field, which protect the atmosphere.
 Mars doesn't have. → No life on Mars.
 678 days. ≈ 1 year.

Summary of podcast

Neil and Chris talk about a remotely controlled rover, called Curiosity Rover, which is used to examine the surface of Mars. This isn't the first of its kind, but it's the most sophisticated. A future investigating robot, Isolate, is also planned. It took 8 months to send Curiosity to Mars, and its size is of a family car. It's going to spend 2 years on Mars.

Its tasks will include listening to "Mars quakes", sensing movement under the Red Planet's surface and gathering more information about the planet's core. We can already infer from previous studies that Mars doesn't have a magnetic field, and is therefore not protected from the sun. Due to this life on Mars is very unlikely. However, scientists do hope to find clues related to life.

Critics claim NASA ^{has become} very Mars-obsessed, and exploration targets should be more diverse. ~~But~~ fundamentally, this means NASA should be looking at a variety of places in space rather than just Mars. Also, a Mars year is 687 Earth days.

My opinion

One of the most impressive achievements of humanity was reaching out into space. And an even bigger one could be if we found answers to several, millenium-old, questions: why do we live and what is our goal?

The exploration of Mars is a brilliant idea: in the recent years, we have invented the tools necessary to ~~now~~ implement an all-around investigation of Mars. So far, we have very few information about the Red Planet, and ~~at~~ ~~the~~ further studies could ~~prove~~ be invaluable, and lead us a step closer to answering the main questions of life.

Sending multiple rovers also increases chances of breathtaking discoveries.

Mars-obsession is not necessarily a bad thing. NASA probably have good reasons to do so, and putting more focus on Mars ~~and~~ is bound to increase efficiency. This can lead to more severe revelations about Mars.

Exploring the North pole.

It was over a 100 years ago when the first expeditions set foot on the North pole. The most famous explorer is Scott (?), a British explorer who reached it around 1910. There had been a Norwegian group which ~~was~~ went there first, but Scott's travel is more famous and interesting. He made notes every day, wrote down all the informations he saw, and so on. Unfortunately this experience was his ~~last~~ first and last. ~~All the~~ They ate dogs, the chance of getting food was pretty low. The team made a lot of mistakes as well.

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In his childhood they did a camping in their garden. His first camping was with the girls which ~~was~~ speak with him. They hate the bad weather. They spoke about which things they like in camping.

Appendix P - The transcript of the first self-made podcast

Hi guys,

This is Zoltan Dobak, your current English teacher. As we've discussed it in class, you are going to write a test this Thursday. In order to help you with the preparation, I've decided to create this short podcast.

First, let me repeat the most important pieces of information you have to know about the test. It will consist of three main parts, namely a Use of English, a Reading, and a Writing section. You will have 40 minutes to complete the tasks.

Now, let me continue with a revision of what we covered.

To begin with, you should remember that we can use 4 types of tenses when we want to refer to the future. The Future Will is used to make predictions about the future. For example, I hope you will be successful in completing the tasks on the test. The Future Going To is used to make predictions based on evidence. For example, as I'm in charge of creating the test, it is going to be easy. The Future Progressive is used for actions that will be in progress at a specific time in the future. On Thursday, at half past one you will be writing this test. The Future Perfect is used for actions that will be completed before a specific time or another action in the future. For example, by the end of this week, you will have been told your results.

We also talked about two types of conditional sentences. Conditional sentences Type 1 express something that is likely to happen in the present or future. If you listen to this podcast carefully, you will have a bigger chance to get a good mark. You shouldn't forget about the Zero Conditional, which is used for general truths. Conditional sentences can also be introduced with provided, providing and as long as. Time clauses are introduced with as soon as, when, after, before and while. Don't forget that we never use Future Will in time clauses. You have to be able to use the words we learned together, so please, put an effort into reviewing them. You may read through the texts in the book again, but note that there were a few expressions that were not in the book but I wrote them onto the blackboard. Please, take action in order to remember all of them.

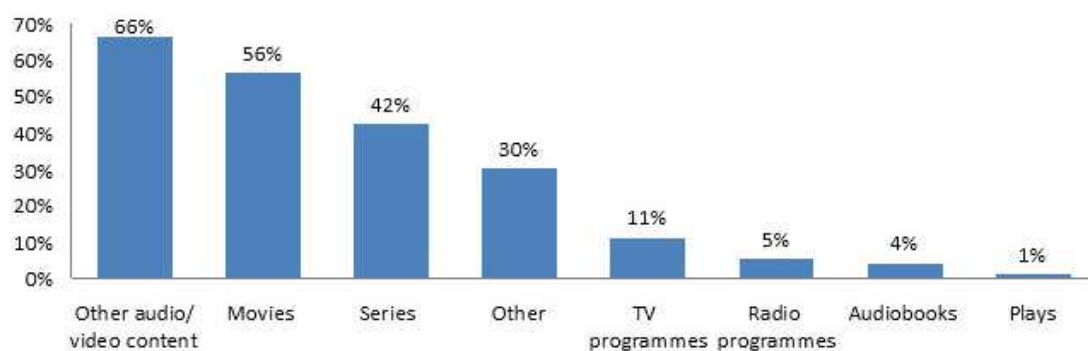
As for the writing task, you will be given a topic in connection with the ones we were talking about and you have to express your opinion. They were the following: technical devices of the future, travelling (especially by train), different forms of labour, talking robots, and virtual reality. Besides reading through the topics it can be a good idea to broaden your collection of

linking words. I will be delighted if you use those ones that we collected together this Monday.

So now, instead of having a snooze, you had better get hold of your books and review Unit 4.

Good luck! See you on Thursday!

Appendix Q - Media content types ranked according to the proportion of the secondary students who regularly download them



Appendix R - The hyperlinks of the students' podcasts

The podcast of Group 1:

http://53183.podomatic.com/entry/2012-11-02T08_30_23-07_00

The podcast of Group 2:

http://bbence15.podomatic.com/entry/2012-11-08T12_26_08-08_00

The podcast of the student who worked individually:

http://acbfan.podomatic.com/entry/2012-11-02T15_39_49-07_00

Irodalmi áttekintés

A fejezet alapvetően öt kérdést tárgyal. Először azt vizsgálja, hogy az IKT területén hová sorolhatók a podcastok, majd néhány definíciót is bemutat a szakirodalomból. Ezután a podcastok technikai működésével kapcsolatban idéz, majd számba veszi azokat az előnyöket, amelyek egy tanár szemszögéből említésre méltóak lehetnek. Végül bemutatásra kerül néhány kísérlet, amelyek a podcastokkal kapcsolatosak.

Az IKT területén belül a podcastok a mobil tanulási eszközökhöz sorolhatók. A mobil tanulás - azaz a helyhez való kötöttség nélküli tanulás - az olyan hordozható eszközök révén vált elterjedté, mint a laptopok vagy az okostelefonok.

A podcast kifejezés az iPod (az Apple hordozható lejátszója) és a broadcast (adás, közvetítés) szavak kombinációja. McMinn (2008) például így definiálja a szó jelentését: hang- vagy videótartalmak közzététele az interneten, azzal a szándékkal, hogy azok letölthetők és lejátszhatók legyenek hordozható mp3 lejátszókon vagy akár számítógépen. Deal (2007) definíciójában megjelenik az az aspektus is, miszerint ezek a tartalmak egy sorozatot képeznek, csoportosításuk alapja pedig a közös téma. A sorozatokra a felhasználók felíratkozhatnak, így az új részek automatikusan letöltődnek a számítógépükre.

Campbell (2005) az újságolvasással szemben mutatja be a podcastok egyik nagy előnyét: míg olvasni nem lehet séta vagy vezetés közben, addig a podcastok hallgatása ilyenkor is lehetséges. Rich (2007) kiemeli, hogy az auditív mellett a kinezetikus és a vizuális érzékleti preferenciával rendelkező tanulók is profitálhatnak a podcastok használatából: előbbiek szabadon mozoghatnak, miközben hallgatják, utóbbiak pedig a video podcastok segítségével tanulhatnak könnyedén. McGee és Diaz (2007) arra hívják fel a figyelmet, hogy a podcastok ígéretesek, mert ingyenesen hozzáférhetők, emellett pedig elősegítik az együttműködést és az interakciót. A szerzők (néhány másik mellett) arra is kitérnek, hogy az ilyen és ehhez hasonló technológiák már magukban motiválóak lehetnek. Shelly et al. (2011) kiemelik, hogy a tanulók napjainkban több tevékenységet végeznek párhuzamosan, így például zenét hallgatnak házi feladat írás közben. Fontos kérdés, hogy egy tanár elfogadja-e és kiaknázza-e ezt a tényt. Véleményem szerint a diákok sokkal élvezetesebbnek és motiválóbbnak találnák, ha a házi feladat két kedvenc zenéjük között, az mp3 lejátszójukon lenne. Stanley (2008) megemlíti, hogy a podcastok autentikus anyagok, melyek száma napról napra nő.

Erben et al. (2008) két fő kategóriát állítanak fel a podcastokon belül: a nyelvtanulók

számára készülöket, valamint az anyanyelvi beszélők számára gyártott hanganyagokat. A felkutatott irodalomban azonban egyik szerző sem említi azokat a podcastokat, amelyek lényegében rádióműsorok kivonatai, pedig igen nagy számban készülnek ilyenek, és ezek is hasznosíthatók lehetnek a nyelvtanításban.

A nyelvtanításban a podcastoknak nemcsak a hallgatása képzelhető el, hanem készülhetnek is ilyen tartalmak. Brewster és Dietze (2008) kihangsúlyozzák, hogy a tanár készíthet személyre szabott podcastokat, ezek ugyanis méginkább felkelthetik a tanulók érdeklődését. Erben et al. (2008) arra hívják fel a figyelmet, hogy a podcastokkal projektmunkák is készülhetnek.

Ami a podcastokkal kapcsolatos korábbi tanulmányokat illeti, a fejezet először Ducate és Lomicka (2009) munkáját mutatja be röviden. Ők a podcastok hatását vizsgálták a kiejtés tanításának fejlesztésében. Emellett McMinn (2007) kutatásának ismertetése is a fejezet része, aki azt próbálta ki, hogy hogyan építhetők be a tanmenetbe a podcastok innovatív módon.

Módszerek

A fejezet a kutatási kérdések és módszerek ismertetésével kezdődik. Ezután az adatgyűjtés módszereiről, a kutatás körülményeiről, valamint résztvevőiről talál információkat az olvasó. Végül a dolgozathoz végzett kísérlet során alkalmazott eljárásokat és az adatok elemzésének módszereit is bemutatom.

Az első kutatási kérdés: Rendelkezik-e a magyarországi nyelvtanulók egy véletlenszerű mintájának többsége a podcastok sikeres bevezetéséhez szükséges eszközökkel?

A második kutatási kérdés: Okoz-e nehézséget a podcastok nyelvoktatásba történő bevezetése jelenleg Magyarországon?

A kutatás vegyes módszerű. A kvantitív rész - amely lényegében egy kérdőíves kutatás - elsősorban az első kutatási kérdésre próbál meg választ adni. A kvalitatív rész (interjúk, kísérlet, tanulói vélemények vizsgálata) a második kutatási kérdésre keresi a választ. A kvantitatív adatok elemzését statisztikai analízissel, a kvalitatív adatok feldolgozását pedig túlnyomó részt tartalomelemzéssel végeztem.

Az első kérdőívet 300-an töltötték ki összesen, amelyből 206 válaszadó középiskolai vagy gimnáziumi tanuló volt. Az alanyoknak olyan kérdésekre kellett választ adniuk, hogy milyen eszközökkel rendelkeznek a felsoroltak közül, van-e letöltésre alkalmas internetkapcsolatuk, milyen gyakran férnek hozzá idegen nyelvű hang- vagy videóanyagokhoz, valamint hallottak-e már a podcastokról és tudnák-e definiálni a kifejezést.

A kérdőív mellett félig strukturált interjúkat készítettem 7 angoltanárral. A célom az volt, hogy képet kapjak arról, hogyan motiválják a tanulókat, hogyan differenciálnak, illetve milyen attitűd jellemzi őket az IKT eszközökkel, különösen a podcastokkal kapcsolatban.

A kísérlet elvégzése után újabb kérdőívet használtam a kutatásomhoz. Ezúttal a résztvevő tanulóktól kértem visszajelzést arról, hogy hogyan sikerült megbírkózniuk az egyes feladatokkal, valamint hogyan változtak az attitűdjeik a kísérlet hatására.

Ami a kísérletet illeti, a csoportban az első kérdőív segítségével felmértem, hogy rendelkeznek-e a tanulók a szükséges technikai felszereltséggel. A tanulónak ezután röviden bemutattam, hogyan működik a technológia. A feladatok lebonyolításához két, külön a podcastokhoz készült internetes oldalt használtam (PodOmatic, Gigadial).

A kísérlet első részében a tanulónak egy általam kijelölt podcastot kellett meghallgatniuk házi feladatként. A hallottak kapcsán két bekezdést kellett írniuk. A második részben egy általam készített podcast meghallgatása volt a feladat, amelyben a témazáró dolgozatra történő felkészüléshez nyújtottam segítséget. A harmadik részben szintén nyelvtanulók számára készített podcastot kellett meghallgatnia a tanulónak, azonban ezúttal négy alternatíva közül választhattak. A kapcsolódó feladat hasonló volt az első részben feladathoz. A kísérlet negyedik részében ismét egy általam készített podcast meghallgatása volt a feladat, amely a tanulók kérésére ismét egy összefoglaló hanganyag volt. A kísérlet utolsó részében a tanulónak kellett készítenie podcastokat. Mivel a csoportban különböző képességű tanulók voltak, úgy döntöttem, hogy projektmunka formájában valósuljon meg a feladat. A tanulók különböző szerepeket kaptak (beszélők, szövegírók, technikusok), majd ez alapján két részre osztottam a csoportot. A feladat kijelölésekor alaposan bemutattam számukra a technikai tudnivalókat, illetve öt témát ajánlottam fel, amelyek közül szabadon választhattak.

Az adatgyűjtés túlnyomó része valamint a kísérlet egésze egy fővárosi szakközépiskolában zajlott, ahol a féléves tanítási gyakorlatomat végeztem. Mivel nem volt lehetőségem fél éven keresztül ugyanazt a csoportot tanítani, így a kísérletet 9 hét alatt kellett elvégeznem. A kísérlet alanya egy tizenkettedik évfolyamos csoport volt, tizenegy fiú.

Eredmények

A fejezet összefoglalja, hogy milyen a tanárok, tanárjelöltek, illetve a tanulók technikai felszereltsége ahhoz, hogy elkezdhessék használni a podcastokat. Ez a kérdőívvel gyűjtött adatok elemzése által kerül bemutatásra. A megkérdezett tanárok podcastokkal és hasonló technológiákkal kapcsolatos attitűdjeinek jellemzése szintén a fejezet részét képezi. Végül

áttekintem a kísérlet alkalmával gyűjtött megfigyeléseket és adatokat.

A 206 megkérdezett középiskolás tanulóból 201 rendelkezik számítógéppel, amely eszköz elengedhetetlen a podcastok eléréséhez. 192 tanuló rendelkezik valamilyen hordozható lejátszóval, ők tehát a podcastok mobil tanuláshoz kötődő előnyeit is ki tudják használni. 196 tanuló rendelkezik letöltésre alkalmas internet kapcsolattal, ők tehát rendszeres használói lehetnének a podcastoknak. A tanulók 81%-ának van mikrofonja, 77%-uknak pedig mikrofonja és internete is egyszerre. Ezek a diákok tehát technikailag készen állnak arra is, hogy podcastokat készítsenek. A kérdőívet kitöltő tanulók 80%-a legalább heti rendszerességgel hozzáfér idegen nyelvű videó- vagy hanganyagokhoz. Ugyanakkor az alanyoknak csupán 34%-a hallott már a podcastokról, és mindössze 9%-uk (19 tanuló) tudta megfelelően definiálni, hogy mit is jelent a kifejezés. Ez azt jelenti, hogy a lehetőség még adott a tanulók 91%-ának az attitűdjének a kialakítására. Összességében elmondható, hogy a középiskolások túlnyomó része technikailag alkalmas a podcastok hallgatására, sőt, a készítésére is. Ami a tanárokat és tanárjelölteket illeti, a kérdőívek alapján ők is hasonló jellemzőkkel bírnak ezeken a területeken, ami azt is jelenti, hogy az ő körükben is alig ismertek a podcastok. Ez alapján először velük kellene megismertetni a technológiát, hogy magabiztos használói lehessenek.

A fejezet következő része a tanárok attitűdjeit valamint jelenlegi módszereiket mutatja be és elemzi. A megkérdezett tanárok közül mindössze egy válaszolta, hogy nem használná a podcastokat a nyelvtanításban. Ugyanakkor a többi tanár részéről is felvetődtek különféle aggodalmak, így például az, hogy nem elég kompetensek a technikai eszközök használatában. Ez egyike lehet azon okoknak, amiért a podcastok alig ismertek Magyarországon. Az is kiderül a tanárok válaszaiból, hogy más IKT eszközök sem jelennek meg túl gyakran az óráikon, noha ezek pénzügyi befektetés nélkül kiaknázhatóak lennének a nyelvoktatásban, hiszen jellemzően az életünk részévé váltak. A hallott szövegértés fejlesztéséhez alapvetően minden tanár a tankönyvhöz tartozó hanganyagokat alkalmazza, többségük azonban nem teljesen elégedett velük. A megfogalmazott kritikák alapján elmondható, hogy a legtöbb problémára a podcastok megoldást jelenthetnének (pl. természetes, autentikus, korszerű nyelvhasználat).

Az eredmények bemutatása a kísérleti csoport jellemzőinek, majd a kísérlet eredményeinek áttekintésével folytatódik. A kérdőíves vizsgálat alapján meggyőződtem, hogy a csoport technikailag készen áll a podcastok használatára. Ami a kísérlet első részét illeti, a benyomásom az volt, hogy a tanulók szívesen dolgoztak a kijelölt podcasttal, ugyanakkor az írásaik hossza és minősége széles skálán mozgott, visszajelzéseik alapján a legvalószínűbb,

hogy a témát nem találták elég motiválónak. A kísérletnek abban a részében, amikor négy alternatíva közül választhattak a tanulók, nem születtek hosszabb vagy jobb minőségű házi feladatok. Ez alapján elmondható, hogy nem idéz elő változást a tanulók motiváltságában, ha olyan alternatívákat ajánlunk fel, amelyek témája szinte azonos. A visszajelzésekből jól látható, hogy egyik esetben sem merültek fel technikai problémák vagy számottevő megértési nehézségek. Az általam készített podcastok tanulói értékelése rámutat, hogy a személyre szabott tartalmakat sokkal vonzóbbnak találták. A válaszok alapján az is fontos a számukra, hogy az anyag valamilyen hatással bírjon a tanulási folyamatukra.

Az alkalmazott házi feladatok közül a podcast a harmadik legnépszerűbbnek bizonyult. Az egyik legnépszerűtlenebb feladattípus az esszéírás volt, míg a legnépszerűbbek a mini-kutatás, valamint az egyperces beszéd. Ez alapján az írásos feladatok mellett megfontolható lehet a podcastok hallgatását ilyen jellegű feladatokkal kombinálni.

A projektmunka szerepeinek kiosztásakor az egyik tanuló nem kívánt a csoportokhoz csatlakozni, így egy egyéni munka is készült. Mivel a feladat elkészítése az őszi szünet idejére esett, különösen nagy szerepe volt a csoportokon belüli hatékony kommunikációnak. Végül csak az egyik csoport podcastja, valamint az egyénileg dolgozó tanuló munkája érkezett meg a kijelölt határidőig. Érdeemi technikai nehézségről egyik résztvevő sem számolt be, a kommunikáció azonban mindkét csoport esetében okozott kisebb-nagyobb problémákat, ám mint kiderült, a diákok még nem vettek részt projektmunkában korábban. Végül mindössze két olyan tanuló volt, aki nem találta izgalmasnak a feladatot és nem szeretne részt venni hasonló munkában a jövőben; ők mindketten több szerepet voltak kénytelenek felvállalni a kommunikációs problémák miatt. Összességében mindhárom podcast jól sikerült. A feladat sikerének hatására a mentorom is úgy döntött, hogy használni kezdi a podcastokat a csoporttal, illetve különböző formákban más csoportjaival is kipróbálja.

Következtetések

A kutatás alapján elmondható, hogy a kérdőívet kitöltő 206 középiskolai tanuló túlnyomó része technikailag képes a podcastok használatára. Mivel nagyrészüket hordozható lejátszókkal is rendelkezik, így a podcastok további előnyeit is élvezni tudják. Az is kiderült, hogy a podcastokhoz hasonlóan mondható tartalmakhoz való hozzáférés mindennapos jelenség a tanulók körében, ami szintén kedvező a podcastok bevezetése szempontjából. Ugyanakkor ahhoz, hogy ez a technológia széles körben elterjedhessen, a tanárok attitűdjének

megváltozása is szükséges, jelenleg ugyanis nem elég magabiztos használói a különféle IKT eszközöknek.

Összegezve elmondható, hogy a hipotéziseim helyesnek bizonyultak, amelyet egyrészt a kérdőívek eredményei, másrészt pedig az a tény is mutat, hogy a kísérlet során senki sem jelzett technikai nehézségeket. Emellett a projekt során az egyénileg és a csoportosan dolgozók is sikeresek voltak, mi több, a többség a jövőben is részt venne hasonló feladatban. Mindent összevetve a dolgozat sikeres kutatásnak nevezhető egy hazánkban még ismeretlen technológia kapcsán.