

APLICAÇÃO DE PODCASTING NO ENSINO DE HABILIDADES PROFISSIONAIS DE LÍNGUA ESTRANGEIRA PARA ALUNOS

APLICACIÓN DE PODCASTING EN LA ENSEÑANZA DE HABILIDADES PROFESIONALES DE IDIOMAS EXTRANJEROS HABLADAS A ESTUDIANTES

APPLICATION OF PODCASTING IN TEACHING SPOKEN PROFESSIONAL FOREIGN LANGUAGE SKILLS TO STUDENTS

Valeriy Nikolaevich DOLZHENKOV¹
Anastasia B. NEDOSUGOVA²
Svetlana Anatolyevna ROMANOVA³
Svetlana Nikolaevna BOGATYREVA⁴
Tatiana Mikhailovna GULAYA⁵

RESUMO: Objetivo do estudo: determinar a eficácia do uso de podcasting no ensino de habilidades de língua estrangeira falada em contexto profissional para estudantes de Economia (língua estrangeira profissional falada). Para atender ao objetivo do estudo acima, foi utilizado um complexo de métodos de pesquisa teóricos e empíricos, incluindo métodos teóricos, empíricos e numéricos. O principal método de pesquisa foi o método de experimento pedagógico. A contribuição do artigo é um processo desenvolvido para configurar o ensino de competências profissionais de língua estrangeira para estudantes de Economia com o uso de podcasting, com foco específico nos aspectos do trabalho preparatório, do próprio processo de ensino e das avaliações dos alunos. atuação. Os resultados da experiência pedagógica sugerem que as competências profissionais faladas em línguas estrangeiras dos alunos melhoraram após a adoção do podcasting no processo de estudos.

PALAVRAS-CHAVE: Podcasting. Língua estrangeira falada. Nível de aquisição de habilidade em língua estrangeira profissional falada

RESUMEN: *Objetivo del estudio: determinar la efectividad del uso del podcasting en la enseñanza de habilidades habladas en lenguas extranjeras en un contexto profesional a estudiantes de Economía (lengua extranjera profesional hablada). Para abordar el objetivo anterior del estudio, se utilizó un complejo de métodos de investigación teóricos y empíricos, incluidos métodos teóricos, empíricos y numéricos. El principal método de investigación fue el método del experimento pedagógico. La contribución del artículo es un proceso desarrollado para poner en marcha la enseñanza de las competencias profesionales habladas en lenguas extranjeras a los*

¹ Moscow Aviation Institute (National Research University), Moscow – Russia. ORCID: <https://orcid.org/0000-0001-9183-1448>. E-mail: valdolzhenkov@yahoo.com

² Russian Peoples' Friendship University (RUDN University), Moscow – Russia. ORCID: <https://orcid.org/0000-0002-0447-9827>. E-mail: nedosugova-ab@rudn.ru

³ Plekhanov Russian University of Economics, Moscow – Russia. ORCID: <https://orcid.org/0000-0001-8532-8977>. E-mail: sromanoval@mail.ru

⁴ K.G. Razumovsky Moscow State University of Technologies and Management (the First Cossack University), Moscow – Russia. ORCID: <https://orcid.org/0000-0003-4781-1495>. E-mail: svetlana-690204@mail.ru

⁵ Plekhanov Russian University of Economics, Moscow – Russia. ORCID: <https://orcid.org/0000-0002-6087-1356>. E-mail: tg87rs@rambler.ru

estudiantes de Economía con el uso de podcasting, con un enfoque específico en los aspectos del trabajo preparatorio, el proceso de enseñanza en sí y las evaluaciones de los estudiantes. rendimiento. Los resultados del experimento pedagógico sugieren que las competencias profesionales habladas en lenguas extranjeras de los estudiantes mejoraron después de que se adoptó el podcasting en el proceso de estudios.

PALABRAS CLAVE: *Podcasting. Lengua extranjera hablada. Nivel de adquisición de habilidades en lengua extranjera profesional hablada*

ABSTRACT: *Aim of the study: determining the effectiveness of using podcasting in teaching spoken foreign language skills in a professional context to students of Economics (spoken professional foreign language). To address the above aim of the study, a complex of theoretical and empirical research methods was used, including theoretical, empirical and numerical methods. The main research method was the method of pedagogical experiment. The contribution of the article is a developed process to set up the teaching of spoken professional foreign language skills to students of Economics with the use of podcasting, with a specific focus on the aspects of preparatory work, the teaching process itself and assessments of students' performance. The results of the pedagogical experiment suggest that students' spoken professional foreign language competences improved after podcasting was adopted in the process of studies.*

KEYWORDS: *Podcasting. Spoken foreign language. Skill acquisition level in spoken professional foreign language.*

Introduction

One of the important priorities today relates to educating highly-qualified professional economists demonstrating adequate skill attainment and development in spoken professional foreign language (SPFL). This reflects the fact that their job would involve active references to a system of intertwined evidence and assumptions in communications concerning urgent professional problems (SAMOYLOVA et al., 2021; KHROMOV et al., 2021).

Consequently, it is very important to adopt new technology — specifically, podcast technology — in teaching SPFL to future economists, which, in the context of insufficient academic hours available for building such competences, in our view, would enhance the effectiveness of teaching. A podcast is here understood as an audio or video recording posted on the Internet at a podcast service by any user (ALM, 2013).

Literature review

The use of podcast services for teaching purposes was covered in several studies. E. g., A. Iu. Malushko (2012) sees potential in using podcasts for developing auditive competences in a foreign language context for students of linguistic Master's

programmes; A. A. Guseva, E. A. Kalinina (2020) propose speaking and listening comprehension skill training based on podcasts; I. A. Evstigneeva (2013) focuses on the potential of podcasts in developing students' discourse skills; N. G. Protazanova (2011) proposes teaching monological speaking to students of philological departments with the use of podcasts; D. V. Dmitriev and A. S. Meshcheriakov (2014) substantiate the use of podcasting in the development of spoken foreign language skills; N. A. Ignatenko (2012) analyses the development of auditive skills with the use of podcasts; E. M. Bamanger and R. A. Alhassan (2015) studied the development of foreign language skills in written communications with the use of this technology.

However, the question of applying foreign language podcasts in the teaching and learning process is not well-researched. Thus, we went on to study the use of podcasts in teaching SPFL skills to future economists.

Meanwhile, methodological literature indicates that the assessment of language competences in itself is a subjective process (Belkova, 2015). For now, there is no single recognised classification of assessment criteria for spoken foreign language (SFL) skills. Each researcher proposes their own criterial assessment scale (Table 1).

Table 1. Assessment criteria for SFL skills

Source	Assessment criteria for SFL skills
GALSKOVA, NIKITENKO (2004)	Qualitative criteria: logic and structure and cohesion, situationality, modality, intentionality, thematical and information content, language correctness; quantitative criteria: length of speech, duration, pace, smoothness
SENICHKINA (2011)	relevance to the topic (situation), attainment of the communication purpose, length of speech, pace of speech, integration of various speech patterns, degree of cohesion, logic, argumentation, structural and composition refinement, creative input, correctness of phonetics, vocabulary, grammar and style
SOROKOVYKH (2009)	pace, cohesion, sufficiency of topic explication, accuracy, vocabulary grammatical correctness

According to O. V. Kiriushina (2019), seven categories are deemed to be a psychological maximum: where the limit is exceeded, it may cause mental overload.

Research hypothesis: the application of podcasting in teaching SPFL to students of Economics will help to enhance learning performance under the specified assessment criteria.

Research objectives:

- to substantiate assessment criteria for SPFL;
- to conduct an experimental study to determine the effectiveness of using podcasting in teaching SPFL to students of Economics;
- to analyse the results and provide accessible and methodological guidelines for teaching SPFL to future economists with the use of podcasting.

The article includes the following sections: Introduction, Literature review, Methods, Results, Discussion and Conclusion.

Methods

Research design

To address the aim of the research, we conducted a qualitative and quantitative study of the effectiveness of using podcasting in teaching SPFL to students of Economics. The complex of research methods we used included theoretical and empirical methods:

- theoretical methods (analysis, synthesis, comparison, generalisation) were used for literature review in the problem field;
- pedagogical experiment was used to study the effectiveness of using podcasting in teaching SPFL to students of Economics. The experiment was joined by 52 fourth-year students at a university;
- numerical methods (methods of mathematical statistics).

Based on the analysis of methodological literature, we set the following main assessment criteria in teaching SPFL:

- alignment with communicative intention, i. e., relevance to the topic and sufficiency of its explication, elements of explanation, discussion, analysis, substantiation, comparison serving the communicative aim in a given professional situation (AVSEENKOVA, VASILEVA, 2017; SARANINA, 2013);
- correct use of professional vocabulary. This criterion presumes that the student's speech contains correct professional vocabulary with general scholarly or specialist economic terms serving the communicative intention;

- correctness of linguistic representation, i. e., advanced competence levels in foreign language phonetics, vocabulary, grammar, which particularly implies the mastery of complex syntax and structuring communication in accordance with the norms of phonetics and intonations of the modern English language (TETINA, 2017);

- logic and cohesion. In assessing students' SPFL skills in terms of logic, focus on the rational arrangement of logical and structural elements, causal relations and absence of abrupt shifts between microsubjects (TOMAK, 2021);

- pace of speech. According to researchers, the pace of speech for a native speaker of British English is 3.16-5.33 syllables per second (BAESE-BERK et al., 2014); the pace of speech for a native speaker of American English, according to (DILLEY, PITT, 2010), ranges between 3.1-5.4 syllables per second, which corresponds to 230 syllables per minute on average. However, in our view, there is hardly any approximation to native speakers for a fourth-year student learning English in an economic department. Thus, assessments under these criteria would use a reference of 125-130 syllables per minute;

- length of speech. In assessing students' SPFL skills for length, we use the scale proposed by M. A. Vikulina (2019), and thus, 4-6 complete sentences represent a fragmented expression, 7-12 sentences form monological unity, 13-20 sentences – full performance of a student in the form of a monologue.

The specification of criteria for SPFL skills provided for the following delineation of skill attainment levels: top, high, medium, sufficient, basic, insufficient (Table 2).

Table 2. Scale of learning progress in SPFL

Grade	Skill acquisition level in SPFL
Excellent	Top competence
Very good	High competence
Good	Medium competence
Satisfactory	Sufficient competence
Sufficient	Basic competence
Unsatisfactory	Communicatively insufficient competence

Research tools, procedure

After setting the criteria and levels of skill acquisition in SPFL, we can proceed with experimental work to determine the effectiveness of using podcasting in teaching SPFL to students of Economics.

The teaching of SPFL to future economists was conducted in three stages: the receptive, receptive- reproductive and productive stages, implementing our developed system of exercises.

The receptive stage presents exercises to refine linguistic (vocabulary and grammar) skills, including vocabulary exercises, grammar exercises.

The receptive-reproductive stage presents exercises to develop SPFL skills, including exercises to improve speaking composition, exercises to train content analysis of a podcast, exercises to train partial or detailed reproduction of the content of a podcast, exercises on productive self-authored speaking based on a critical analysis of the information in a podcast uploaded by the teacher to a podcast service as an out-of-class assignment.

The productive stage presents exercises to improve the skills of productive speaking in the context of a problem-solving task, including exercises to retrieve, analyse, filter out, summarise, record information as part of such problem-solving, exercises to demonstrate SPFL skills in professional settings with further discussion, exercises on productive speaking (SPFL) based on a problem-oriented task uploaded by the teacher to a podcast service as an out-of-class assignment to be rendered via the podcast service.

Table 3 outlines the aspects of students' out-of-class work arrangements with a podcast service at the receptive- reproductive and productive stages.

Table 3. Aspects of students' out-of-class work arrangements with a podcast service.

At the receptive-reproductive stage
Performing tasks to construe, analyse, evaluate and substantiate own perspective on English-language podcasts uploaded by the teacher to the service. Specifically:
- listening comprehension, construing, interpreting English-language podcasts;
- productive monological speaking integrating the elements of generalisation, expansion, comparison, sharing a perspective and substantiating it, aligning the perceived information content with professional knowledge.
Conducting additional information search on the Internet, where necessary.
Recording a self-authored speaking pieces using recording software, listening to it and editing. Through the multiple repetition of some similar actions (recording, listening, editing), the skills of productive

speaking (SPFL) are developed and refined, specifically skills of speaking with all requisite characteristics, such as clarity, emotional pitch, normal pace, logic and cohesion.
Uploading the final version of the English-language professional speaking piece to the podcast service.
At the productive stage
Analysing the problem task that is to be solved to produce a speaking piece, which includes: <ul style="list-style-type: none"> - conducting independent research, particularly on the Internet (specifically websites recommended by the teacher); - capturing and writing down relevant information on the problem; - solving the problem based on the captured information and subject matter knowledge; - mapping out the speaking part in terms of logical composition and syntax, logical and semantic and structural schemes; - generating, based on the above guiding map, a speaking piece (SPFL), representing an extensive, in-depth, professionally grounded, logical, relevant and potentially applicable solution to the problem with novel contributions
Recording the self-authored speaking piece in the foreign language (SPFL), replaying it, editing and uploading a final version to the podcast service.

At both stages, the teacher monitors students’ performance in these independent assignments, listens to the uploaded podcasts and adds comments concerning performance levels, where necessary, and evaluates performance based on the set criteria.

Statistical analysis

Pearson's chi-squared test (χ^2) is used to determine whether there is a statistically significant difference in the levels of SPFL skill acquisition among future economists following the adoption of podcasting.

Results

Assessment results for SPFL skills prior to the adoption of podcasting in courses taught to future economists are provided in Table 4.

Table 4. Assessment results for SPFL skills prior to the adoption of podcasting in courses taught to future economists

Criterion	Level											
	Top		High		Medium		Sufficient		Basic		Insufficient	
	absolut e	%	absolut e	%	absolut e	%	absolut e	%	absolut e	%	absolut e	%
Alignment with communicative	1	1.	7	13.	12	23.	18	34,	9	17,	5	9,6

intention		9		5		1		6		3		
Correct use of professional vocabulary	2	3.8	6	11.5	13	25	17	32.7	10	19.2	4	7,7
Correctness of linguistic representation	1	1.9	5	9.6	14	26.9	20	38.5	8	15.4	4	7,7
Logic and cohesion	2	3.8	6	11.5	15	28.8	20	38.5	6	11.5	3	5,8
Pace of speech	1	1.9	4	7.7	15	28.8	19	36.5	10	19.2	4	7,7
Length of speech	1	1.9	5	9.6	12	23.1	18	34.6	9	17.3	7	13,5
Overall level of SPFL skills	2.53%		10.57%		25.95%		35.9%		16.65%		8.67%	

The figures in Table 3 indicate that most students demonstrate medium (25.95%), sufficient (35.9%) or basic (16.65%) overall level of competence in SPFL. In our view, such results confirm the need to use podcasting for teaching.

A pedagogical experiment showed that the use of podcast technology for teaching students of economics produced a positive effect on the skill acquisition levels in SPFL (Table 5).

Table 5. Assessment results of SPFL skills of future economists after teaching with the use of podcasting

Criterion	Level											
	Top		High		Medium		Sufficient		Basic		Insufficient	
	absolute	%	absolute	%	absolute	%	absolute	%	absolute	%	absolute	%
Alignment with communicative intention	4	7.7	9	17.3	18	34.6	14	26.9	5	9.6	2	3.8
Correct use of professional vocabulary	5	9.6	10	19.2	19	36.5	11	21.2	5	9.6	2	3.8
Correctness of linguistic representation	4	7.7	8	15.4	20	38.5	14	26.9	5	9.6	1	1.9
Logic and cohesion	3	5.8	6	11.5	19	36.5	16	30.8	6	11.5	2	3.8
Pace of speech	4	7.7	10	19.2	18	34.6	15	28.8	4	7.7	2	3.8

Length of speech	6	11.5	11	21.2	17	32.7	10	19.2	5	9.6	3	5.8
Overall level of SPFL skills	8.33%		17.3%		35.57%		25.63%		9.6%		3.82%	

A comparison of data in Tables 4 and 5 indicates the following differences in terms of the level of skill acquisition in SPFL following the pedagogical experiment: the number of students demonstrating the top level of competence in SPFL increased by almost 6%, high level, by 7%; meanwhile, there was a decline in the number of students demonstrating insufficient competence by 5% and basic level, by 7%.

The analysis of data presented in Table 4 suggests the changes in student distribution in terms of skill acquisition in SPFL upon completion of teaching with the use of podcast technology are qualitatively different. Improved dynamics is observed in all components of SPFL skills, and high results are observed for criteria such as alignment with the communicative intention (high level was registered for 7.8% more students and top level, for 5.8% more students), correct use of professional vocabulary (increase in the number of students with high and top ranks by 5.8% in each case), and correctness of linguistic representation (increase in the number of students with high and top ranks by 5.8% in each case).

The above confirms the effectiveness of using podcasting for developing SPFL skills.

Pearson's chi-squared test (χ^2) is used to determine whether there is a statistically significant difference between the levels of development of creative potential in the future elementary school teachers prior to, and following the completion of, pedagogical practice.

The test showed that the overall level of SPFL skills among future economists after the adoption of podcasting registered a statistically significant improvement compared to the same levels prior to such adoption ($\chi^2 = 14.32 > \chi^2_{cr} = 11.07$). I. e., there was a statistically significant decrease in the number of students demonstrating insufficient and basic SPFL skills, as well as a statistically significant increase in the number of students demonstrating top and high skill levels ($\chi^2 = 16.92 > \chi^2_{cr} = 11.07$).

Thus, the results of our analysis confirm that the level of SPFL skills among future economists shows quantitative and qualitative changes.

Discussion

Teaching with the use of podcasting, as illustrated by the results in Table 5, is conducted in class and in the form of out-of-class independent work employing an original educational podcast service created at the Canvas education platform to upload exercises, such as selected English-language podcasts and assignments based on them.

According to researchers (BELKOVA, 2015), in-class work involves conducting exercises on listening comprehension of a foreign-language podcast, analysis of its structural components, vocabulary and grammar specifics, oral reproduction of the main parts after listening, detailed reproduction of the content. According to N. D. Galskova (2004), authentic foreign-language podcasts are selected by the teacher based on pre-set selection criteria and arranged in line with the topical minimum.

Students' out-of-class work involves accessing the podcast service arranged by the teacher on the Internet, e. g., at the Canvas platform, with uploaded authentic foreign-language podcasts and tasks based on them (FERNANDEZ et al., 2017). As part of this work, students listen to podcasts uploaded by the teacher and complete corresponding tasks, they create, edit and upload their own monological pieces to the service (FERNANDEZ et al., 2017).

Researchers point out (FERNANDEZ et al., 2017) that the teacher should make sure to get accustomed to the methodological capabilities of the service beforehand, to figure out the benefits of using podcasts for education purposes, to learn how to work with a podcast service created on the Canvas platform, how to register users, play students' podcasts, add comments, etc.

Such methodological capabilities, according to (BAMANGER, ALHASSAN, 2015; BELKOVA, 2015), include:

- creating users' personal space on the podcast service without any special programming knowledge;
- access for students for multiple convenient times to listen to, or watch, English-language podcasts uploaded by the teacher;
- uploading users' own podcasts to the service;
- access to watch podcasts created and uploaded to the service by the group/other groups;
- adding comments under podcasts uploaded by group members/other groups.

In designing students' work with the podcast service during out-of-class hours at the receptive-reproductive and productive stages, we drew on researchers' analysis indicating that students work with podcasts should involve conducting exercises:

- to work on general and specialist vocabulary and grammar (comparing a vocabulary item with the respective category in accordance with the meaning; replacing underscored words in a text with synonyms from the provided options; finding the best match from a list of options; definitions; rephrasing verbs in active voice into passive voice; finding examples of complex modal predicates with further analysis of usage aspects for such forms) (AVSEENKOVA, VASILEVA, 2017; KOZHEVNIKOVA et al., 2020; ALSHYNBAEVA et al., 2021);

- to analyse the logic and composition of a sample of SPFL (identifying the main features of the oral speech act, its components and main elements and types of intephrase links) (SARANINA, 2013);

- to perform content analysis of the podcast (finding the closest match among the listed option; identifying and correcting false statements) (SARANINA, 2013);

- to convey (briefly or in detail) or predict the content of the podcast (by capturing keywords, word combinations, sentences with further brief or detailed oral explication of the content; extensive answers to questions; predicting potential twists of the story) (AVSEENKOVA, VASILEVA, 2017);

- to produce own pieces of SPFL based on the critical analysis of information from the podcast (AVSEENKOVA, VASILEVA, 2017);

- to create pieces of SPFL based on problem-solving (TOMAK, 2021).

Researchers (GARCIA et al., 2020) believe that teaching SPFL skills with the use of podcasting would be effective if based on the principles of motivation and novelty. Specifically, the use of this technology in teaching and learning opens the way to implement these principles, given that podcasts uploaded to services on the Internet are always new and expanding and thus can be used to follow new trends in science and engineering. Thus, the teacher should better learn to not only use available content but to select podcasts from the proposed podcast directories, develop exercises, upload them to the Canvas platform, edit, expand and refine teaching content.

Researchers (GARCIA et al., 2020) also believe that it is necessary to resolve certain organisational issues before beginning to use podcasts: the teacher should explain things to students, set the goals and objectives of teaching, help students familiarise themselves with the methodological capabilities of podcasting and substantiate the practicability of using it for teaching SPFL, to outline the sequence of steps in preparation and uploading podcasts by the students, to list the main

requirements to be met in educational podcasts and to register users at the podcast service.

Conclusion

The accomplished pedagogical experiment confirmed the effectiveness of using podcasting in teaching SPFL to students of Economics.

Accordingly, the hypothesis of the study was confirmed that the use of podcasting in teaching SPFL to students of Economics will help to improve performance according to the set criteria.

A potential direction of further research might concern the development of a procedure how to organise teaching SPFL skills with the use of this promising podcast technology in the current context of distance teaching.

The limitations of this study include the size of the student sample and the lack of a control group for a more detailed comparison of learning performance results with the use of podcasting.

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