

## USAGE OF PODCASTS IN DEVELOPING LISTENING AND SPEAKING SKILLS OF ENGLISH LANGUAGE LEARNERS

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**Abstract:** This research explores the pedagogical efficacy of podcasts in enhancing students' English language proficiency, specifically focusing on listening and speaking skills. Within the contemporary landscape of educational technology commonly referred to as EdTech, podcasts represent a compelling example of interactive media leveraged to facilitate classroom learning. Building upon a critical review of existing literature, this study develops and implements a pedagogical framework integrating podcast utilization. The findings reveal a transformative impact of technology integration on both students and instructors. Students demonstrate significantly increased engagement and motivation, actively pursuing the enhancement of their listening and speaking skills through technologically mediated learning experiences. The enriched learning environment, facilitated by the diverse content and interactive nature of podcasts, foster a marked improvement in their linguistic capabilities. Concurrently, the study highlights the pedagogical imperative for educators to develop a robust capacity for integrating technological tools, such as podcasts, into their teaching practices, thereby fostering a more dynamic and engaging learning environment. The vast and diverse thematic resources offered by podcasts provided a wealth of opportunities for both students and teachers to expand their knowledge base and refine their skills within a formally structured educational context.

**Key words:** podcasts, listening, speaking, lesson, benefit

### INTRODUCTION

The rapid proliferation of computer technology, advanced communication systems, and multimedia resources has fundamentally reshaped 21st-century classrooms, transitioning them swiftly into dynamic, technology-rich learning environments. This transformation necessitates a corresponding evolution in the pedagogical approach of educators, demanding the adoption of a technologically proficient, or "techno-teacher," persona. Modern educators now confront the significant challenge of fostering engaging and dynamic learning experiences that seamlessly integrate global contexts into classroom activities. As Rajval S. & Devi V.A. [4] posit, the integration of technology is no longer optional but rather a crucial

component of effective English language instruction, serving to transcend the limitations of traditional, rule-based methodologies.

The escalating number of English language learners (ELLs) underscores the urgent need for innovative and efficient teaching strategies. While numerous methods and tools exist to support ELLs in achieving English language proficiency, the inherent relational nature of modern learners and their expectation of immediate access to global information necessitate a re-evaluation of traditional pedagogical approaches. These learners possess an unprecedented capacity for engagement with learning at a significantly enhanced level. As Blair, N. [1] eloquently argues, the readily available global information accessible to contemporary students compels educators and administrators to reconceptualize the role of technology within the classroom.

Diallo A.'s [2] research into the utilization of technology to augment student learning experiences provides a valuable framework for this investigation into the efficacy of technological tools in fostering English language proficiency among ELLs. He aimed to explore the specific mechanisms through which technology facilitates improved English language acquisition among ELLs. Employing Krashen's [3] influential Input, hypothesis within a second language acquisition framework, research analyzed the extent to which technology-delivered instruction furnishes learners with comprehensible input, thereby accelerating language acquisition. Krashen's work further suggests that technology, by providing a rich and comprehensive input, plays a crucial role in motivating ELLs and enhancing their overall language acquisition process.

It is undeniable that, in comparison with the past lessons are being conducted more effectively and interestingly with the help of various materials and competent teachers. And the process of acquiring and mastering second language has become more common and easy proving a number of benefits. Teaching through podcasts lessons become interactive evoking learner's enthusiasm. Teaching through podcasts do not only develop speaking and listening skill but also affects various skills incautiously such as:

### **Development of Critical Listening Skills:**

The process of engaging with podcast content cultivates sophisticated critical thinking abilities through the nuanced analysis of information, the precise identification of central arguments, and the discerning differentiation between often subtly contrasting perspectives.

### **Motivation and Engagement:**

The heterogeneous nature of podcast subject matter accommodates a broad spectrum of learner interests, thereby fostering significantly enhanced engagement and motivation compared to conventional pedagogical approaches. Furthermore, the

inherent accessibility of this medium empowers learners to personalize their learning trajectories, proceeding at their own pace and selectively revisiting content as required for optimal comprehension and retention.

### **Increased Vocabulary Acquisition:**

New words are encountered within a natural conversational or narrative context. This contextual embedding makes the meaning clearer and more readily understood than simply learning a word in isolation from a list. The brain better retains information when it's meaningfully connected to other information. Depending on the podcast's topic and style, listeners encounter a wide range of vocabulary, including colloquialisms, technical terms, and sophisticated language—expanding their lexical range beyond basic terminology. Podcasts utilize authentic language, reflecting natural speech patterns, idioms, and phrasal verbs. This helps learners develop a more natural and fluent understanding of the language compared to learning from strictly structured textbooks or exercises. Besides, after listening, learners may be prompted to recall words they heard, use them in sentences, or look up definitions. This active recall strengthens memory and facilitates integration into active vocabulary.

### **Exposure to Different Genres and Styles:**

The diverse stylistic and structural configurations inherent in podcast media afford learners exposure to a wide spectrum of linguistic registers, thereby enriching their comprehension of communicative nuances across a range of contextual frameworks, from formal news broadcasts and structured interviews to informal narratives and anecdotal storytelling.

Moreover, ELLs whom are suffering from lack of ideas for speaking topics will be able to express clear and accurate ideas after listening various podcasts from different fields. For instance, if the teacher implements listening podcasts every day relative to the topic, learners will gain understanding about that context and look through new words and ideas at the same time. The more development in technology, the more effective lessons are being taught, because even though lessons are effective with the help of podcasts or videos, if there is not available equipment in the facility, it might be challenging for teacher to tackle with the challenge.

In addition, the integration of readily accessible, high-quality podcasts into classroom pedagogy not only supplements traditional instruction, thereby optimizing class time for interactive engagement and personalized feedback, but also facilitates differentiated learning by catering to diverse learning styles and proficiency levels through the targeted assignment of content tailored to individual student needs, consequently, the use of pre-existing materials significantly reduces the time investment required for curriculum development while simultaneously enriching



lessons with authentic, real-world contexts, thus enhancing both relevance and learner engagement.

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