



Teaching English by Using Internet Resources

Editor

Bambang Yudi Cahyono



STATE UNIVERSITY OF MALANG PRESS



Nowadays, the Internet has affected many aspects of human life, including education. In the context of English Language Teaching (ELT), not all of teachers are aware of the use of the Internet and its various resources. This book, *Training English by Using Internet Resources*, provides teachers with information on various resources from the Internet that can be used in the English classroom. The book contains 23 chapters that are useful as models and sources of insights in the Internet-based teaching of English.

Online Dictionaries @ Online Resources @ E-mails @ Online Newspapers @ Online Magazines @ Internet Journals @ Weblogs @ Internet Games @ Searching Engines @ Internet Grammar Resources @ Internet Vocabulary Resources @ Internet ESL Resources @ TOEIC Online Preparation @ Podcasts @ Videos @ YouTube @ Writing Lists @ WebQuests @ Weiblogs @ Facebook @ Moodle @ Discussion Board @ Virtual Classroom

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Foreword

Teaching English by Using Internet Resources is the second anthology of term papers written by graduate students who took the *Advanced Linguistics* course that I taught at the English Language Education Program of State University of Malang, Indonesia. This anthology followed the successful publication of the first anthology, *Teaching English with Insights from Linguistics* (State University of Malang Press, 2009). I wrote in the first book that the idea behind the publication of the book started when I was assigned to teach the *Advanced Linguistics* course at the graduate level commencing from 2008. At that time, I was puzzled by the name of the course and curious to know why the course should be called an "advanced" course. There must be a special reason for not calling this course *Introduction to Linguistics* or merely *Linguistics*.

After searching from the Internet and looking into *Advanced Linguistics* courses offered in some universities abroad, I concluded that it should be called "advanced" as this course presents an in-depth study of language not only from the wide issue coverage, varying from *Phonology, Morphology, Syntax, Semantics, Pragmatics, Discourse Analysis, Psycholinguistics*, and *Sociolinguistics* (which are also given at the *Introduction to Linguistics* or *Linguistics* courses), but also an investigation of a particular aspect of (related to) linguistics. Then I began to find out what special aspect is particularly needed by the students.

In the case of the first anthology, all of the students taking the course were from the field related to English Language Teaching (ELT). Therefore, I thought discussion of issues related to ELT based on the students' teaching experiences might be useful. That is why, the first anthology appeared with a title *Teaching English with Insights from Linguistics*. It contains examination of problematic issues in the teaching of English from various linguistic perspectives.

With regard to the present anthology, the students attending the *Advanced Linguistics* course in my class (Class D of the 2009 cohort) who also had ELT background were assigned to work on various resources that can be gained from the Internet. The Internet is taken to be the focus of the students' linguistic exploration as it contains unique linguistic features which

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Using *Podcasts* as a Source of Material for Teaching English

The fast development of technology brings us to the virtual era of technology in which information is available and accessible everywhere. Information not only comes in the form of 'hardware' such as books, but the Internet is also available as the 'software' from which the incredible amount of information can be retrieved. The Internet, known since the mid 1990s (Decoo, 2002, cited in Cahyono & Widiati, 2007: 187), is an advantageous resource of information. One of the benefits of the Internet is that it can help people deliver and exchange ideas very rapidly regardless of their boundaries of place. Through the Internet, one can get ideas from or exchange ideas with other people throughout world. The fact that the Internet brings many advantages leads to the use of the Internet in education.

Teachers, notably English teachers, should be aware that they can use the Internet as a resource of ideas such as teaching approaches, teaching aids, or teaching strategies in order to help students learn better. In addition, Harmer (2001: 149, as cited in Cahyono & Widiati, 2007: 190) mentioned that access to 'authentic' English is provided by the Internet, both for the teachers and the students. According to Kilickaya, (2004) authentic materials, such as Internet-based materials, enable students to interact with the real language as well as the content. Internet, indeed, allows the exposure of authentic environment through which communicating with native speakers and other language learners all over the world is accessible. The Internet is like a 24-hour mobile library, thus the exposure of the target language can authentically be accessed anytime and anywhere (Cahyono & Widiati, 2007: 190). Considering such students' needs, it is good for the teachers to integrate the Internet within their teaching and learning process. In-

serting the Internet in the teaching and learning process means developing a clear, systematic, and accessible teaching strategy. Instead of merely telling the benefits of the Internet to the students, teachers should guide them, that is by developing Internet-based teaching strategies. In fact, Internet-based teaching positively affects the students' analytical and synthesis ability (Whattananarong, 2004). Before developing such strategies, teachers should be familiar with several facilities served by the Internet.

As time changes, the Internet develops. Compared to the 1990s Internet, today Internet provides more facilities for English teachers. Podcasts are one of many new facilities provided by the Internet that can be used by teachers. The term "Podcast" appeared in the late of 2004. A Podcast is a series of digital media files that are released episodically and can be downloaded through web syndication (Wikipedia, 2009). Podcasts can be audio or video; the chapter focuses on Audio Podcasts, which are shortly stated as Podcasts. Video Podcasts are called Videocasts which are not the focus of this chapter.

Podcasts which are mostly in MP3 format is an interesting source of material. Through Podcasts, teachers can help students to improve their listening with authentic environment of English. Podcasts enable the students to practice the target language more conveniently. This is because Podcasts are easily downloaded and kept in a portable media player such as *iPod*. Thus, students can practice it when they are walking to school or sitting in a bus. This chapter discusses the nature of Podcasts, the benefits of Podcasts as a source of material, and the procedures in using Podcasts for teaching English.

THEORETICAL BASIS

The term "Podcast" was initially mentioned by Ben Hammersley in *The Guardian* newspaper. It was derived from the words "iPod" and "broadcast". The word "Pod" borrowed the word "iPod" which was taken from a brand, the *Apple iPod*, of an initial portable media player, allowing podcast to be transferred from a personal computer to a mobile device after downloaded (Wikipedia, 2009). The idea of cast is similar to the term in "broadcast", referring either to an ongoing series or episodes of a particular program. A Podcast is different from other digital media formats by its ability to be syndicated, subscribed to, and downloaded automatically when a new content is added. The easiest way to understand a Podcast is to think of a

radio show that you often like to listen. Instead of having to tune in at specific time, you are able to download it to your iPod and listen at your convenience, sometimes by subscribing or for free. Researchers at the Center for Journalism and Mass Communication Research at the University of Texas at Austin (Wikipedia, 2009) stated that there are three main characteristics of Podcast; they are: episodic, downloadable, and a program-driven mainly with a host and/or theme.

Podcasts in education are popular of recording of lectures, allowing students to easily access the recording as a revision aid, to catch up on missed lectures. The teachers can also ask the students to record their own Podcast, for example, on project reports. However, it is advised that to gain experiences of Podcast initially as a recipient (An Introduction to Podcasting, 2005). In line with this, this article highlights Podcast as a source of teaching material, English, not podcasting the teaching material. It is due to the fact that the use of Podcast in this project is particularly to give more exposures of authentic English and chances of practice listening. Beare (2009) mentioned that Podcasting is interesting for English learners as it provides a means for students to get access to "authentic" listening sources about almost any subject they may be interested in. Teachers can take an advantage of Podcasts as a source for listening comprehension exercises, as a means of generating conversation based on students' reaction to Podcasts, and as a way of providing students with diverse listening materials. Students will be able to listen to a Podcast due to its portability.


SAMPLE MATERIAL

A Podcast is used as source of teaching material due to several reasons. It provides easy access to linguistic features, and it is fun and cheap. Due to its friendly access, we can easily listen to the podcast through any computer devices equipped with audio; it can be through a personal computer, an MP3 Player, iPod or a Hand Phone. The second reason is that it brings linguistic features authentically. Thus, studying linguistic features is not always done in a conventional way only, in the classroom by the teacher. It can be done anywhere and it is the native speakers that produce the linguistic features. The last reason is that Podcasts are fun and cheap. It is fun to practice listening from the native speakers at any place students prefer. Students do not have to be in the language laboratory which sometimes brings boredom. Using Podcasts is also cheap. Instead of buying a CD of listening

practice consisting limited number of tracks, we can download Podcasts for free.

In line with the reasons mentioned above, Audio Podcast is presented in this chapter. The Podcast *Happy Birthday!* (2009) is used as the source of material. This episode provides information about how an American usually celebrates his/her birthday. This episode covers linguistic features which are accordance with the syllabus of junior high schools (Depdiknas, 2004). Besides, by listening to this episode, students will get a different cultural point of view of celebrating one's birthday. Below is the example of the page that students should open in order to be able to listen to the recommended podcast.

Listen to English and learn English with *podcastsinenglish.com*

	▶ Listen to all podcasts
	Level 1

Listen (left click) or download (right click) the individual podcasts below. NB: Please ensure your 'pop-up blocker' is turned 'off'.

53 Happy birthday! The pie team talk about birthdays to celebrate three years of podcasting (27 Aug 09)

▶ Listen or download (1.73MB, 3min 47sec)

▶ [Transcript](#) (pdf 52KB) (see below)

▶ [Worksheet & Answers](#) (pdf 75KB)

▶ [Vocabulary tasks](#) (pdf 61KB)

UTF-8	UTF-8	Search for podcasts with
Google		
<input type="text"/>		

Happy Birthday

This month 'podcastinenglish.com' is three years old. So for these weeks, 'podcastinenglish.com' is talking about birthdays.

Richard : So Jackie, do you like celebrating your birthday?

Jackie : Umm, as an adult umm... It's not such a special thing for me so not really, I don't really celebrate my birthday now.

Richard : But you used to as a child?

Jackie : Yes, I think as a child Umm.... That was always a very-very special day

Richard : So what is your best birthday memory?

Jackie : O... I don't have one special memory. But when I was aged maybe between ...umm...six or nine something like that, my parents always umm...gave me very-very special birthdays. My mom made me cakes, of course but not just normal birthday cakes, really special one like in shape of ...I think one year she made me a cake in shape of a bear for example. Umm....They're always very colourful with little sweets on. So I remember receiving those cakes and that was very exciting.

Richard : And of, and of course when, when you're child ...and... you always have a birthday party

Jackie : Yes, Yes.

Richard : Can you tell us about any birthday parties you have?

Jackie : I can't remember. One in particular but certainly I said between...between the age of six and nine. Friends would come around, umm lots of presents of course, lots of games....Umm... yeah.... I've just always... I've just always very excited about them, and just... just the colors I think, I remember the colors of the balloons and of course, lots of decorations around the house, umm... the cake as I say was always very colorful.

Richard : And then and what other... What special things did you use to eat at the birthday treats?

Jackie : Well, I only remember the cake and I only remember the ice cream and jelly.

Richard : Yes!

Jackie : I don't know why it's just only ice cream and jelly, different colors of jellies.

- Richard : Fantastic! And... and..., of course on the birthday cake what was always on top the birthday cake?
- Jackie : Well, always candles of course and we wish have one candle for every year of our lives. I don't know if...if other countries do that.
- Richard : I don't and I don't know when it stops. When... when the cake becomes too small with so many candles I don't know.
- Jackie : I think I do remember having ten candles when I was ten. But then, in fact, I think not long after that I didn't have those special cakes.
- Richard : Yes, maybe when you're teenage about I don't know 15, 16, 17?
- Jackie : I think when you're 15 or 16 you don't..., I don't know, I wasn't that interested in having a cake with the candles, that was not, that was not so important. So Richard, *podcastsinenglish* is three years old, so, maybe, we should make a cake and put three candles on it.
- Richard : Definitely! And also tradition for birthdays you have to blow the candles out and make a wish but you're not always allowed to tell anybody what your wish is. So we'll keep that a secret until our fourth birthday.
- Jackie : OK.

TEACHING PROCEDURES

There are several steps in using Podcasts as a source of material for teaching English. They are pre-teaching, whilst-teaching, and post teaching.

• Pre-teaching

1. Distribute the worksheets to the students
2. Inform the students about steps on how to visit *podcastinenglish.com* by using the power point presentation.

• Whilst-teaching

3. Ask the students to read the introduction of the worksheet.
4. Divide the students into groups, each consisting of 4 or 5 students.
5. Ask the students to do the exercises in Podcast Activity Report by following the learning process.

6. Based on the interview between Richard and Jackie, in groups, ask the students to write a recount text of Jackie's birthday when she was a child.
- **Post-Teaching**
7. Ask the students to submit their work with the answered exercise and a recount text, done in groups.

REFLECTION

Although I used this audio software as a source of listening practice and comprehension, practicing other skills through Podcasts is also possible. Thus, teaching the four skills integratedly through Podcasts is advisable. This facility offered by the Internet is so rich that it can be easily suited with the students' needs, students' background knowledge as well as national education curriculum. *Podcastsinenglish.com*, in particular, comes with levels which enable the teachers to choose the right level by considering the students' proficiency level. Other beneficial things which make Podcasts different from other audio software are its portability and simplicity of downloading. However, the teachers still hold an important role in the use of Podcasts to facilitate their teaching. It is the teachers who have to choose the right episode, level, and the Podcast address. The teachers have to be sensitive to the students' needs and proficiency. The teachers should also be clear and systematic in designing the worksheet in terms of that the activities are truly done online and help students learning better. Thus, Podcasts can still be a favorite source of material.

CONCLUSION

It is the fact that applying Internet-based teaching is useful, and this article informs what a Podcast is. By the guidance of the teacher, the students can experience learning authentically through Podcasts. The strategy described here is how to use Podcasts as a source of material. Having listened to Podcasts, students are assigned to do several tasks in the worksheet. Then, they can finish their final project by submitting the worksheet and a written recount text. The use of Podcasts as a source of material, hopefully, can make the students be familiar with Podcasts. Then, it will be easier for the teachers to introduce how to go Podcasting, a more sophisticated way of using Podcasts. Yet, the success of such activities depends much on the role of the teacher.

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APPENDIX: WORKSHEET ON PODCASTS

Introduction

Do you celebrate your birthday? How do you celebrate your birthday? *Podcasts in English.com*, especially this episode, *Happy Birthday!*, provides information on how one celebrates his/her birthday.

Task

The task assigns you to listen to *Happy Birthday!*, an Audio Podcast accessed from the Internet with the link mentioned. Thus, you can get some information about Jackie's birthday. You should listen to this Podcast very carefully in order to be able to answer the questions and complete the table in the learning process section.

Process

- Through searching engine you can visit *podcasts in english.com*.
- As you come to *podcasts in english.com* page you can click 'level 1' then find the episode 53, *Happy Birthday!*
- Listen to *Happy Birthday!* very carefully, you may listen to it as many time as you like.

Conclusion

By now you have practiced your listening comprehension as well as understanding other cultures in terms of celebrating birthdays. Hopefully, you can broaden your knowledge and improve your language skill.

WORKSHEET ON PODCASTS

Group: _____ Date _____
Name(s): _____

Task 1: Listen for detail: tick (✓) on T if the statement is correct and tick (✗) on F if the statement is wrong.

Statement

T F

1. Jackie is now celebrating her birthday.
2. When Jackie was a little, she loved celebrating her birthday.
3. Jackie's parents made special birthday cakes for her.
4. The cake was in the shape of a bird.
5. The cake was very colorful.
6. Jackie did not have any birthday party.
7. There were colorful jellies at birthday treats.
8. Children are always very excited about their birthday.
9. When teenage, Jackie still had special birthday cakes.
10. Birthday wish is a secret.



Task 2: After Listening: Complete the following sentences with your idea of celebrating one's birthday.

I celebrate/don't celebrate*) my birthday because _____