

own countries. Although these podcasts were published shortly after they were recorded, the students only agreed to make them available to colleagues on their course, and not to the world at large. At the time, the site was password protected, but because it is now open access they have been removed.



**Dr Jane Evison**

Jane Evison lectures in TESOL at the University of Nottingham in the UK, and at the University of Nottingham in Malaysia. Her teaching interests centre on classroom discourse, pragmatics and grammar, and she has contributed both to the development of the Cambridge Grammar of English and to recent corpus-based English language teaching materials. Jane is also interested in the role that podcast and video technology can play in teacher education.

### What were the learning and teaching outcomes?

We have also been investigating how the podcasts are received by students, and the particular nature of podcast discourse: podcasting is a very new genre, and as yet there has been little research into the nature of the discourse, particularly unscripted 'academic conversations'. We have a useful corpus of transcribed podcasts which can be analysed in a number of different ways. Analysis of the data (collected variously through open-ended questionnaires and focus groups) suggests that the students found the podcasts stimulating and valued the extra input that they provided. The podcasts have proved to be useful learning tools across a range of modules. Listening to particular podcasts and discussing their content forms part of out-of-class 'learning circle' activities across all the core modules on our programme. Other podcasts are recommended as optional, follow-up activities. We are continuing to work on ways to improve the integration of podcasts into our teaching.

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### What lessons have you learned?

There were a number challenges that had to be faced. The password protection that was used in the first year proved problematic and prevented some students, particularly those in Malaysia, from accessing the site. Therefore, in the second year we decided to give global access and to obtain a memorable url: <http://www.nottingham.ac.uk/tfn>. Technical issues arose relating to dealing with the interface between our site and the University site's storage of podcast data, and with the uploading of the podcasts and their associated blurbs and links. These were solved by enlisting the assistance of a Learning Sciences Research Institute (LSRI) PhD student, who took on the duties of uploading, editing and site maintenance, leaving us with more time to work on content and integration. Finding ways to encourage students to listen to podcasts, rather than requiring them to, remains a challenge. We now provide a link to our podcasts from the Second and Foreign Language Pedagogy (SFLP) website, which gives another point of entry to the podcast website.