

UDC 378.147; IRSTI 29.03.77

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THE FORMATION OF ENGLISH LANGUAGE COMMUNICATIVE COMPETENCE THROUGH PODCASTS

Abstract. This research deeply explores communication's vital role, especially in English language education, aiming to enrich students' communicative competence through podcast-based learning. It investigates the theoretical underpinnings of communicative competence, language acquisition theories, and the impact of digital technologies on language learning methods. This study reviews existing research methods and technologies that enhance communicative competence among language learners.

Our approach combined qualitative and quantitative research methods, including statistical analysis for survey data, relevant podcast selection, observation, and synthesis of collected information. To guide our experiment, we established hypotheses:

1. Increased engagement with subject-specific podcasts positively correlates with improved language acquisition and comprehension among students.

2. Different podcast content types (e.g., academic versus entertainment) influence language learning outcomes differently.

3. Using curated podcast vocabulary and phrases in language assessments correlates with improved understanding and usage among students.

Ultimately, integrating podcasts significantly strengthened language learning outcomes, bridging the gap between theory and practice. These audio resources provided invaluable insights, diverse perspectives, and specialized terminologies, enriching students' educational journeys. Utilizing podcasts within structured curricula presents a promising avenue for enhancing communicative competence and creating a holistic learning environment. This research suggests that incorporating subject-specific podcasts into language learning curricula can significantly improve language acquisition and comprehension, potentially revolutionizing language education methodologies.

Keywords: podcast-based learning, communicative, competence, language acquisition, digital technologies, language education methodologies.

*Бізге дұрыс сілтеме жасаңыз:

Belgibayeva G.K., Baimakhan A.S., Akparova Zh.M. The Formation of English Language Communicative Competence through Podcasts // *Ясауи университетінің хабаршысы*. – 2024. – №2 (132). – Б. 132–242. <https://doi.org/10.47526/2024-2/2664-0686.57>

*Cite us correctly:

Belgibayeva G.K., Baimakhan A.S., Akparova Zh.M. The Formation of English Language Communicative Competence through Podcasts // *Iasau universitetinin habarshysy*. – 2024. – №2 (132). – Б. 232–242. <https://doi.org/10.47526/2024-2/2664-0686.57>

Date of receipt of the article 23.01.2024 / Date of acceptance 05.06.2024

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Подкастар арқылы ағылшын тілі коммуникативті құзыреттілігін қалыптастыру

Аңдатпа. Бұл зерттеу подкаст негізіндегі оқыту арқылы студенттердің коммуникативті құзыреттілігін байыту мақсатында, әсіресе ағылшын тілін оқытуда коммуникацияның маңызды рөлін анықтауға бағытталған. Мақалада коммуникативті құзыреттіліктің теориялық негіздері, тілді меңгеру теориялары және цифрлық технологиялардың тіл үйрену тәжірибесіне әсері қарастырылады. Мақалада тіл үйренушілердің коммуникативтік құзыреттілігін арттыратын зерттеу әдістері мен технологиялары сипатталған.

Берілген мақалада сапалы және сандық зерттеу әдістері, соның ішінде сауалнама деректерінің статистикалық талдау, сәйкес подкасттарды таңдау, бақылау және жинақталған ақпаратты синтездеу әдістері қолданылған. Эксперимент жүргізу үшін келесі гипотезалар қарастырылды:

1. Пәнге арналған подкастарды пайдаланудың артуы оқушылардың тілді меңгеру мен түсінуінің жақсаруына оң нәтиже береді.

2. Подкаст мазмұнының әртүрлі түрлері (мысалы, академиялық және ойын) тіл үйрену нәтижелеріне әртүрлі әсері болады.

3. Тілді меңгеру деңгейін бағалау кезінде подкастардағы таңдалған лексика және сөз тіркестері оқушылардың ағылшын тілін түсінуі мен қолдануының жақсаруына ықпал етеді.

Қорытындылай келгенде, сабақтарға подкаст енгізу арқылы өткізу ағылшын тілінің теориясы мен практикасы арасындағы алшақтықты жою арқылы тіл үйрену нәтижелерін айтарлықтай жақсартты. Бұл аудио ресурстар оқушылардың білім алу тәжірибесін байыта отырып, баға жетпес ақпарат, әртүрлі перспективалар және арнайы терминологияны қамтамасыз етті. Құрылымдық оқыту бағдарламаларында подкастарды пайдалану коммуникативті құзыреттілікті арттыру және біртұтас оқу ортасын құру үшін перспективалы жол болып табылады. Бұл зерттеу пәндік подкастарды тілдерді оқытудың оқу бағдарламаларына енгізу тілді меңгеру мен түсінуі айтарлықтай жақсарта алатынын, тіл білімінің әдістемелерінде оңтайлы ықпал жасай алатынын көрсетеді.

Кілт сөздер: подкаст негізіндегі оқыту, коммуникациялық, құзыреттілік, тілді меңгеру, цифрлық технологиялар, тілдік тәрбие әдістері.

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Формирование коммуникативной компетентности по английскому языку через подкасты

Аннотация. Это исследование глубоко изучает жизненно важную роль общения, особенно в образовании английского языка, с целью обогатить коммуникативную

компетентность учащихся посредством обучения на основе подкастов. Он исследует теоретические основы коммуникативной компетентности, теории овладения языком и влияние цифровых технологий на методы изучения языка. В этом исследовании рассматриваются существующие методы исследования и технологии, которые повышают коммуникативную компетентность среди изучающих язык.

Наш подход сочетал в себе качественные и количественные методы исследования, включая статистический анализ данных опросов, выбор соответствующих подкастов, наблюдение и синтез собранной информации. Для проведения нашего эксперимента мы выдвинули гипотезы:

1. Более активное использование подкастов по конкретным предметам положительно коррелирует с улучшением усвоения и понимания языка учащимися.

2. Различные типы контента подкастов (например, академический и развлекательный) по-разному влияют на результаты изучения языка.

3. Использование подобранной лексики и фраз из подкастов при оценке владения языком коррелирует с улучшением понимания и использования учащимися.

В конечном итоге интеграция подкастов значительно улучшила результаты изучения языка, сократив разрыв между теорией и практикой. Эти аудиоресурсы предоставляют бесценную информацию, разнообразные точки зрения и специализированную терминологию, обогащая образовательный процесс учащихся. Использование подкастов в структурированных учебных программах представляет собой многообещающий путь для повышения коммуникативной компетентности и создания целостной среды обучения. Это исследование показывает, что включение подкастов по конкретным предметам в учебные программы изучения языка может значительно улучшить овладение и понимание языка, потенциально революционизируя методологии языкового образования.

Ключевые слова: обучение на основе подкастов, коммуникативность, компетентность, овладение языком, цифровые технологии, методики языкового образования.

Introduction

The research delves into the intrinsic significance of communication within diverse spheres of daily life, particularly its pivotal role in English language education. As articulated by the International Encyclopedia of the Social and Behavioral Sciences, «Communicative Competence» embodies a fusion of social, verbal, and pertinent communicative proficiencies, necessitating adeptness in executing intricate social and verbal behaviors with fluidity and adaptability [1].

This study aims to enhance students' communicative competence, enabling them to articulate grammatically precise and contextually fitting expressions, considering the nuances of pragmatics. Insights from B. Skinner [2], N. Chomsky [3], J. Piaget [4] and J. Bruner [5] elucidate that children initiate their language acquisition journey by imbibing parental instructions, engaging with their immediate communication milieu, and benefiting from inherent language learning mechanisms since birth. Rather than complicating the language acquisition process, one approach under scrutiny involves leveraging podcasts to aid Kazakh-speaking students in surmounting language barriers and averting linguistic interference. The intent is to facilitate the assimilation of proper sentence structures through podcast-based learning experiences.

We put forward the following hypotheses to conduct an experiment:

1. Increased engagement with subject-specific podcasts positively correlates with improved language acquisition and comprehension among students.

2. Different types of podcast content (e.g., academic vs. entertainment) influence language learning outcomes differently among students.

3. The use of curated vocabulary and phrases from podcasts in language assessments correlates with improved understanding and usage among students.

Theoretical Framework

At the core of communicative competence lies Dell Hymes' [6] seminal work, which expanded upon Noam Chomsky's linguistic competence model. D. Hymes proposed a framework that encompassed not only grammatical proficiency but also sociolinguistic, discourse, and strategic competences. Sociolinguistic competence involves understanding the social nuances of language use within different cultural contexts. Discourse competence emphasizes the ability to construct coherent and meaningful conversations, while strategic competence pertains to the strategic use of language to overcome communication barriers.

Various language acquisition theories contribute to our understanding of communicative competence. Chomsky's Universal Grammar posits innate linguistic structures, while L. Vygotsky's [7] Sociocultural Theory emphasizes the role of social interactions in language development. Communicative competence aligns with sociocultural theory, emphasizing the importance of social interactions, cultural contexts, and pragmatic aspects of language use in achieving effective communication.

The digital revolution has permeated educational landscapes, presenting a paradigm shift in language learning methodologies. Digital tools encompass a spectrum of resources such as podcasts, language learning apps, online platforms, and immersive environments. These tools offer interactive, accessible, and personalized learning experiences, enabling learners to engage with language in diverse and dynamic ways. That proves the study of Ramli [8]. Ramli's study dedicated to the utilization of podcasts highlighted their instrumental role in creating engaging classroom activities. Students were motivated and found themselves drawn to participate actively in listening and speaking practices within the classroom setting. Thus, podcasts provide authentic listening experiences, fostering language comprehension and real-world language usage.

Digital technologies seamlessly align with the dimensions of communicative competence. They facilitate language production, comprehension, and interaction across diverse contexts. Interactive platforms simulate real-life communication scenarios, promoting authentic language use and cultural understanding. Moreover, adaptive learning technologies cater to individual learning styles, providing tailored experiences that reinforce communicative competencies.

Despite the advantages, challenges such as the digital divide and pedagogical considerations emerge. Disparities in access to technology create inequities in language learning opportunities. Educators face the task of guiding and scaffolding learners' use of digital tools to maximize their potential in fostering communicative competence.

The main task of an English teacher is to develop communicative competence in students, which presupposes the ability to understand the foreign language speech of an interlocutor and the ability to correctly use language means in oral or written speech to express one's point of view in compliance with all the norms of the language being studied in accordance with the communication situation, the task, and also social and linguistic rules adopted by native speakers.

An analysis of scientific research shows that all scientists agree on the importance of developing communicative competence, and in particular - speech competence of students in English classes, but there is still no consensus on the role of digital tools in the development of basic knowledge, skills and abilities, necessary for successful communication in a foreign language, which determines the relevance of this study. The article is devoted to an important problem - the formation communication skills of students in this type of speech activity, such as listening, using digital learning tools - podcasts.

Research methods and materials

A collection of research studies presents a comprehensive overview of methods fostering the development of communicative competence among language learners. E.Makarova and S.Pirozhkova's [9] findings highlight the positive impact of digital storytelling on learners,

enhancing not only foreign language communicative skills but also cultivating various competences and soft skills. Similarly, Zh.Ibraimova et al.'s [10] investigation sheds light on the challenges faced by foreign students in communication, such as language complexity and adjustment issues, while pinpointing diverse technological tools – from podcasts to social networks – that aid in nurturing communicative competence.

V.Puzanov et al.'s [11] research emphasizes the efficacy of incorporating Web 2.0 technologies within the framework of English language courses, demonstrating heightened effectiveness in cultivating communicative competence among 2–3 year students. I.Merzoug [12] advocates for the integration of Information and Communication Technology (ICT) methods in English as a Foreign Language (EFL) environments, underscoring its unparalleled efficacy in bolstering students' communicative abilities.

While, R. Fahrutdinova et al.'s [13] study underscores the effectiveness of interactive approaches and competence-based learning technologies in honing foreign language communicative competence. Their exploration validates the efficacy of these methods, particularly when testing and reinforcing distinct components of communicative competence within English language education. Together, these studies underscore the multifaceted benefits and effectiveness of various technological and pedagogical approaches in enhancing communicative competence among language learners.

We combined qualitative and quantitative research methodologies, incorporating statistical analysis for survey data, podcast selection based on content relevance, observation, and synthesis of collected information.

Initially, we opted for a structure involving four distinct groups: one control group representing varying English proficiency levels and three experimental groups. This strategy aimed to offer a comprehensive perspective and reduce the risk of skewed outcomes. This approach helped steer clear of potential misleading conclusions that could arise from a singular experimental setup, enhancing the depth of our findings.

Engaging students in the experiment presented initial hurdles, notably their initial reluctance to participate – a common trend in today's educational landscape. To overcome this, we took proactive measures by thoroughly explaining the experiment's procedures. Obtaining explicit consent from both students and their parents was crucial, and securing formal authorization before proceeding was a priority.

Throughout the experiment, we maintained meticulous oversight, including daily monitoring of assignment completion. The choice of podcasts was intentional, aligning the content with the academic curriculum and relevant to the students' ongoing learning journey. Additionally, we carefully selected phrases from the podcasts to assess the accuracy and depth of their learning.

To measure progress, we administered periodic assessments in the form of small tests to both control and experimental groups. These evaluations were designed to comprehensively assess the impact of the experiment while ensuring it aligned with academic objectives and contributed to the students' overall development.

Results and discussions

The study deployed a cross-sectional online survey to assess the perceived educational value of podcasts among a cohort of participants. A total of 60 individuals took part in the study and were categorized into four groups of 15 respondents each. The demographic spectrum of the surveyed participants delineates a varied age distribution, comprising 15% at 15 years old, 48.3% at 16 years old, and 36.7% at 17 years old. Gender distribution within the sample showcases a ratio of 60% female respondents to 40% male respondents. In terms of English proficiency, 41.7% identified as beginners, 38.3% as intermediate, and 20% as advanced learners.

Analysis of participants' podcast listening habits unveiled intriguing patterns (Fig.1). A notable 28.3% revealed never engaging with podcasts, while an additional 18.3% infrequently tuned in. Meanwhile, 25% reported occasional listening, with 18.3% engaging frequently and 10% listening very frequently.

1. How frequently do you listen to podcasts?

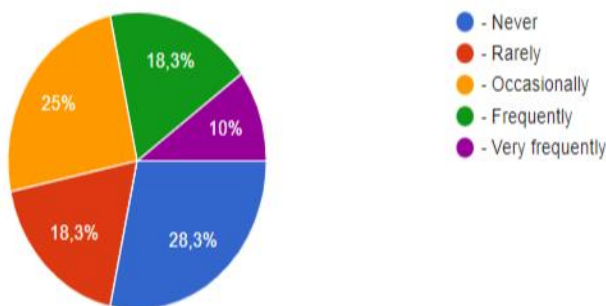


Figure 1 – «Frequency of listening to podcasts»

Despite the sizeable sample using podcasts for English learning (60%), a breakdown of usage frequency among these individuals reveals nuanced patterns (Fig.2). Only 11.7% reported daily engagement, with 20% tuning in weekly and 15% on a monthly basis. Surprisingly, 28.3% rarely used podcasts for English learning, while 25% never did.

3. If you have used podcasts for learning English, how often do you use them?

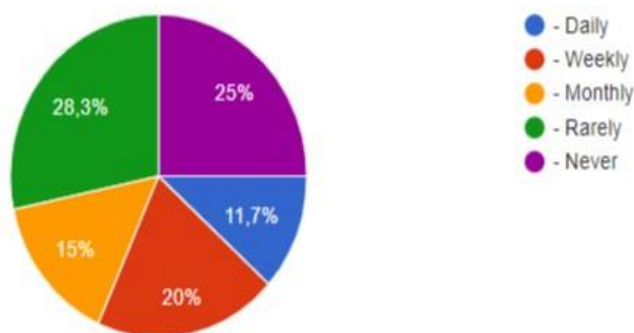


Figure 2 – «Frequency of using podcasts to learn English»

Participants' preferences regarding podcast content are delineated, with Conversations/Dialogues emerging as the preferred format for 50% of respondents. Language Learning Tips followed closely at 40%, while Storytelling garnered interest from 33.3%. In contrast, News Updates and Academic Discussions held lower appeal, at 21.7% and 6%, respectively.

5. What attracts you to podcasts as a learning tool compared to other methods?

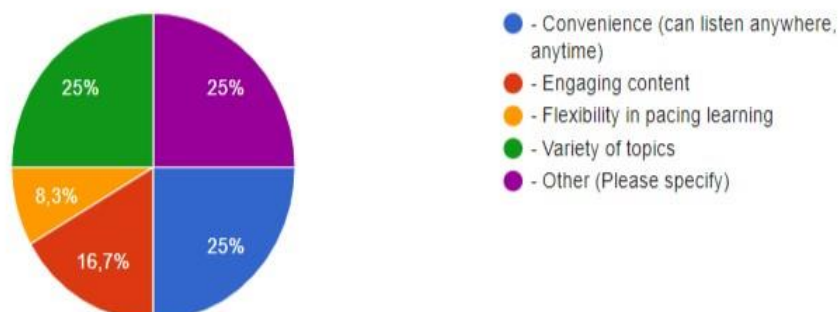


Figure 3 – «Attraction to podcasts»

The allure of podcasts as a learning tool encompasses various facets (Fig.3). Convenience ranked highly, with 25% valuing the flexibility of listening anytime, anywhere. Similarly, 25% appreciated the diverse range of topics available. Engaging content attracted 16.7% of respondents, while 8.3% were drawn to the flexibility in learning pace. Additionally, a quarter of respondents cited other factors influencing their attraction to podcasts.

The reasons behind the non-utilization of podcasts for English learning became evident through the survey responses. Some respondents lacked awareness about podcasts (18.3%), while a significant majority (35%) preferred alternative methods like videos or traditional teaching. Another barrier was the difficulty in finding suitable podcasts, which resonated with 28.3% of respondents. Moreover, 18.3% were uncertain about how effective podcasts could be in aiding learning, while a substantial 40% cited other reasons for not engaging with podcasts. These insights shed light on the habits of podcast consumption, preferences in learning content, and the reasoning behind the adoption or rejection of podcasts as an educational tool among the surveyed students. Moreover, among the surveyed learners, 25% – equivalent to one group comprising 15 learners – reported never having listened to podcasts.

We devised a method during the experiment's initial phase to introduce podcast-based learning into the classroom. This involved asking questions related to podcast topics and implementing podcasts in two stages: first, by viewing them during class sessions, and second, by providing shared links for students to listen outside of class, guided by the teacher.

Our approach included leveraging specific podcast series suited for different English proficiency levels. In our research endeavors, a meticulously curated array of English language learning resources was strategically chosen to accommodate distinct proficiency levels among learners.

Methods for developing communicative competence in students through English language podcasts include: while working on podcasts, students practice lexical skills, while listening, exercises are given to understand the main content of what they heard, and after listening, students are asked to discuss and express their point of view on a given topic in as a comment. The teacher can give additional tasks at any stage of working with the text, depending on the level of the group and the allocated hours for studying this topic. With the help of podcasts, students are immersed in the live speech of native speakers, they feel like full participants in a given situation, get acquainted with new vocabulary and phrases, learn to understand oral foreign language speech, practice listening and speaking skills by completing tasks and preparing their speech when discussing the

topic raised. You can listen to the podcast yourself as many times as the student needs to fully understand, even using your phone with the downloaded file. This can be done while traveling in public transport, while walking, at any convenient time, additionally choosing those topics that are interesting. Such work will contribute to high motivation of students to independently study English, the importance of which is currently becoming increasingly obvious to young people. Summarizing the results of this study, it should be noted that podcasts play an important role in mastering not only auditing skills, but also lexical ones; they also contribute to the development of speaking, reading, and writing skills, which indicates the formation of the overall communicative competence of students in the process of learning a foreign language.

Thus, by looking at the examples of working with podcasts below, you can be convinced that this is an accessible and effective way to develop not only auditing skills, but also speaking, writing, and reading, which contribute to the development of communicative competence in students.

Herein, a comprehensive categorization and elucidation of the selected podcasts for language acquisition are expounded:

The English We Speak (BBC Podcasts) (<https://www.bbc.com/learningenglish/english/>)

Intended Audience: Intermediate Level Students

The BBC-produced podcast series, «The English We Speak,» centers on elucidating everyday phrases and colloquialisms commonly employed by native English speakers. Tailored for learners at an intermediate proficiency level, this content is disseminated in succinct episodes released on a weekly basis, each spanning three to four minutes. The deliberate moderation of speech, slightly slower than usual conversational pace, serves to articulate each syllable distinctly, facilitating enhanced comprehension for learners [14].

Better at English (<https://www.betteratenglish.com/>)

Target Audience: Intermediate to Advanced Learners

Specifically curated for learners operating within the intermediate to advanced proficiency spectrum, the «Better at English» website presents a diverse array of English language podcasts. These episodes feature authentic dialogues with native speakers encompassing an extensive gamut of topics, ranging from substantive discussions to more whimsical content. The episodes are delivered at a natural conversational pace, thereby acclimating learners to the rhythm of language usage while acquainting them with idiomatic expressions and commonly used phrases.

Pickle (<https://www.wnycstudios.org/podcasts/pickle>)

Intended Audience: Pre-intermediate Level Students (Adaptable for Beginners)

«Pickle» emerges as a valuable resource designed to cater to the needs of beginners by bridging the gap between rudimentary language skills and intermediate levels. This resource offers podcasts averaging around six minutes, consolidating various series into unified audio materials. Notably, the «Only Human Presents: Undiscovered» series within Pickle delves into scientific realms, particularly exploring themes in biology and medicine. Despite a marginally increased difficulty level, these materials provide novice learners with opportunities to delve into subject matters extending beyond introductory language learning, thereby fostering a gradual enhancement of their comprehension abilities [15].

Expanding our approach, we incorporated podcasts from English learning platforms and websites catering to beginners up to upper-intermediate learners. This series covered diverse topics aligning with school curriculum subjects. Additionally, learners were provided with transcripts, worksheets, and vocabulary tasks to support their learning process.

Integrating Podcasts into the Lesson

In our research, we meticulously selected podcasts directly connected to the mandatory curriculum of 11th grade. One such podcast (<https://www.bbc.co.uk/learningenglish/english/course/newsreview-2022/unit-1/session-39>) delved

into the intricate relationship between brain functionality and dietary habits, specifically highlighting the impact of ultra-processed food. This podcast discussed a study in Australia that revealed adverse effects on older individuals due to consumption of fast food and fizzy drinks. Furthermore, it emphasized the call by health experts to limit such foods in school diets, reflecting the grave concerns surrounding this issue.

Another podcast (<https://www.bbc.co.uk/learningenglish/english/course/newsreview-2022/unit-1/session-37>) we integrated discussed the health implications of staying awake late into the night, particularly for «night owls.» This podcast highlighted research findings from the US indicating an increased likelihood of heart disease and diabetes among individuals who prefer nocturnal activities. The vocabulary introduced in this podcast, such as «chronic» and «prone to», illuminated the health-related terminology for our students.

We aligned yet another podcast with Module 1, «Making Connections in Biology.» This podcast (<https://www.bbc.co.uk/learningenglish/english/course/newsreview-2022/unit-1/session-32>) addressed the phenomenon of «Long Covid,» outlining how post-Covid symptoms persist in certain individuals. Scientists in the UK categorized these symptoms into three types, shedding light on the varying experiences of those affected.

Additionally, our integration of a podcast (<https://www.bbc.co.uk/learningenglish/english/course/newsreview-2022/unit-1/session-29>) regarding a hepatitis outbreak underscored the complexities of identifying the cause behind such mysterious occurrences. This podcast highlighted the role of common viruses resurfacing after Covid lockdowns in triggering the outbreak.

Furthermore, we linked a podcast (<https://www.bbc.co.uk/learningenglish/english/course/newsreview-2022/unit-1/session-9>) related to space debris and lunar impacts to Module 6, «STEM.» This podcast showcased the aftermath of a rocket part impacting the Moon's far side and touched upon the challenges of space debris cleanup.

Overall, we kept using different podcasts that were related to the topics based on the curriculum. Moreover, we used the table to keep the progress and results of integrated podcasts each time. We are offering the small segment of the journal as an illustration in Table 1.

Table 1 – «Integrated Podcast Activity Summary»

Content	Teacher's Role	Student's Role	Feedback	Vocabulary	The Results
1	2	3	4	5	6
<u>Mystery child illness: Cause found</u>	Facilitator, Interpreter	Critical listening and analysis	Research report, presentation	'get to the bottom of', 'culprit', 'constellation'	Heightened critical thinking and analytical skills displayed in research reports and informative presentations.
<u>Fast food: Bad for the brain?</u>	Facilitator, Manager	Listening to the podcast during the lesson	Multiple-choice test, fill in the gap	'ultra-' (extremely), 'escape the cycle' (breaking free from deteriorating situations)	Enhanced vocabulary and comprehension skills demonstrated through improved test scores and class participation.
<u>Late nights: Bad for health?</u>	Facilitator, Integrator	Engaging with the podcast content during class	Class discussion, reflective writing	'night owls', 'chronic', 'prone to'	Improved understanding of health-related terminology, evidenced through active participation in discussions and reflective writing.

continuation of the table 1

<u>Long Covid: Three types identified</u>	Facilitator, Linker	Active listening and note-taking	Summary writing, group discussion	'unknown enemy', 'rockets', 'being sold'	Enhanced comprehension of medical concepts reflected in comprehensive summaries and meaningful group discussions.
<u>Rocket hits the Moon</u>	Facilitator, Linker	Active listening and note-taking	Summary writing, group discussion	'rogue', 'collision course', 'calculate'	Improved ability to understand and discuss space-related topics demonstrated through comprehensive summaries and engaging group discussions.

Overall, these integrated podcasts provided diverse insights, from health-related concerns to scientific phenomena, enriching our students' understanding and vocabulary across multiple domains.

Furthermore, we used other podcasts from Better at English and Pickle websites as supplementary resources to amplify the depth and practicality of our 11th-grade curriculum. By strategically integrating podcasts related to different topics from daily routine to science, we aimed to foster a more holistic learning experience for our students. The podcasts were invaluable tools that reinforced classroom discussions and connected abstract scientific concepts to real-world scenarios.

Each podcast served as a catalyst, igniting thought-provoking discussions and facilitating a deeper comprehension of complex topics. Moreover, the incorporation of podcasts within specific modules helped bridge the gap between theoretical learning and practical applications. Integrating these audio resources was about enriching our students' educational journey by exposing them to diverse perspectives, terminology, and scientific advancements, thereby fostering a more comprehensive understanding of the subject matter.

The results revealed significant progress in Groups 2, 3, 4, and 5, particularly in targeted language and vocabulary acquisition, whereas Group 1 did not show the same level of improvement in these areas. This disparity underscores the effectiveness of the integrated podcast materials in enhancing language skills among the experimental groups compared to the control group.

Conclusion

The integration of podcasts into the 11th-grade curriculum offered a multifaceted approach to bolstering students' communicative competence in English. Our study, encompassing a diverse cohort of participants, illuminated intriguing insights into podcast engagement patterns and preferences among learners.

While a substantial portion of students embraced podcasts as a learning tool, nuanced usage patterns revealed varying degrees of frequency and content preferences. The allure of podcasts lay in their convenience, diverse topics, and engaging content. However, barriers such as limited awareness, preference for alternative learning methods, and difficulty in finding suitable content hindered widespread adoption among certain participants.

Through our meticulous selection and integration of podcasts, we sought to bridge these gaps and harness the educational potential of these audio resources. Aligning podcasts with the mandatory curriculum modules offered a rich tapestry of content, ranging from health-related concerns to scientific explorations, thereby augmenting students' vocabulary and comprehension across diverse domains.

The pedagogical approach involved strategic incorporation of specific podcasts, catering to different proficiency levels and subject matters. Leveraging resources like «The English We

Speak,» «Better at English,» and «Pickle», tailored to distinct language abilities, provided a comprehensive learning experience. Furthermore, the incorporation of supplemental resources enriched classroom discussions and provided practical applications, fostering a more holistic understanding of theoretical concepts.

The discernible progress exhibited by experimental groups (2, 3, 4, and 5) in targeted language acquisition and vocabulary underscored the efficacy of integrated podcasts. This success in skill enhancement illuminated the transformative impact of podcast-based learning compared to the control group (Group 1), which did not exhibit similar advancements.

In conclusion, the integration of podcasts proved instrumental in fortifying language learning outcomes and bridging the gap between theoretical knowledge and practical understanding. These audio resources emerged as invaluable tools, enriching students' educational journeys by offering diverse perspectives, scientific insights, and nuanced terminologies. As educators, leveraging podcasts within structured curricular modules presents a promising avenue to enhance communicative competence and foster a more holistic learning environment for students.

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