

## Developing argumentation skills through the use of podcasts

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### Introduction

The purpose of this study is to develop the skill of argumentation in the discussion on analyzing a fiction text in Kazakh (KL1, KL2), Russian (RL2) and English (EL2) lessons through the use of podcast technology. Teachers of language disciplines can apply the results of the study. The study was conducted to investigate the feasibility and effectiveness of using podcasts in KL1, KL2, RL2 and EL2 lessons to develop the skill of argumentation in a discussion on analyzing a fiction text. The work of the study began with visiting teachers' lessons. A survey and interviews were conducted. The conducted research demonstrates pupils' ability to analyze a fiction text, to argue their ideas. Pupils' work reflects the correct

use of arguments both in text research and in academic writing. As a result, student achievement on Criterion A. Analysis improved. Students initiated a group analyzing the works they read on the 100 Books Project using a podcast; a brochure was published, a Memo was created, and student-recorded podcasts were uploaded to a social networking platform. The creation of podcasts was used in Formative Assessment tasks, in assignments both in lessons and as homework. Analyzing a work of fiction in podcast format influenced the development of students' skills of imagination, perception, promoted deeper analysis, explanation of arguments, which is relevant in today's world.

**Keywords:** *Argument, Strategy, Discussion, Podcast, Monologic Podcast, Conversational Podcast, Speaking Skill, Academic Writing.*

**Research question:** "How does podcast technology improve argumentation skill?"

In lessons, a lot of attention is given to analyzing a fiction text. Unfortunately, students' analysis does not always cover the Achievement Criteria. For example, not everyone demonstrates a good understanding of the content, composition, theme and idea of the work. When expressing their thoughts, errors are made in giving examples and explanations. This prompted teachers

to investigate how to improve the reasoning skill. The teachers of language subjects used already known strategies in their lessons. We can mention the strategies that were effectively used in the KL1, KL2 lessons: "Eidos-conspectus", "Calligram", "Doodling", "problem research tree", "FILA", "Plus-minus-interesting" method, "problem-cause-circulation" method. In RL2, EL2 lessons such strategies as "Brainstorming", "Bloom's Daisy", "Jigsaw", "Four Resources", "Hamburger", PRES-formula System were used, which contributed to the fact that the pupil could perform the task to the full extent: discuss and define the theme, idea, problem of the work, give arguments, but the result of the performed task did not demonstrate deep analysis of the content, context, language, composition, technique, style of the text (s), as well as the relationship between the texts (Criterion A. Analysis).

The development of argumentation skills took into account students' age specificity and psychological temperament, but the result of analyzing a work and making arguments did not always meet the Achievement Criteria. Teachers noted that students in writing essays and discussing the work had problems with consistent and logical presentation of thoughts when giving examples and explaining them - argumentation. Since the used known methods and strategies did not contribute to the development of the skill, it was decided to conduct a research and select appropriate strategies to develop the skill of argumentation when analyzing the read work, writing an essay. The work was done to study the literature reflecting the issue of solving the problem of developing the skill of argumentation. Analysis of a work of fiction, correct definition of the theme, idea, problem of the analyzed text or episode is possible only when the text of the work is read, understood by students (Nekrasov, 2011).

Podcasts are audio recordings that can be downloaded and listened to online. It is up to the student to choose what time they listen to the podcast. (Kremer, 2020).

Podcasts are characterized by many attributes that allow them to be used in different disciplines:

1. Multifunctionality. Podcasts can serve as a learning tool as a kind of mini-lecture or listening in a foreign language class. Secondly, it can be implemented as an informal discussion of a problem raised in class.
2. Media competence, i.e. the podcast fits into the modern electronic and digital space as a carrier and transmitter of information.
3. Interactivity. Students can engage in an audio dialog, expressing their thoughts, reasoning on the raised problem, solving learning tasks.
4. Ability to take into account individual characteristics of the learner. Podcast can be listened to not only "here and now", but also at any convenient time, to think at a comfortable speed. This is one of the opportunities to realize a differentiated approach (Musina, Evgenievich, 2018).

Types of podcasts:

1. Interview podcast.
2. Solo/monologue podcast.
3. Conversation/sharing podcast.
4. A podcast with modified content.

Students chose two podcasts to work on: a solo/monologue podcast and a conversational/sharing podcast.

- Solo/Monologue Podcast. A free-format speech by a speaker on a given topic. Pros. No need to rely on someone else's help or input. Editing one voice is much easier than editing multiple tracks. If you don't like the way you said something, you can just say it again and cut out the bad parts.

**Cons.** *You don't have anyone to share ideas (unless you have a partner or team behind the scenes) or help you promote. If you're nervous recording a podcast, you may need some practice before you record your first episode.*

- A conversational/shared podcast, or talk show, is a conversation on a given topic. The distinguishing feature is a relaxed, informal atmosphere that makes anyone listening feel comfortable.

**Pros.** *Responsibility for only half of the conversation. Ability to share all other tasks associated with creating and promoting a podcast; easy to listen to an organic conversation rather than a pre-made script.*

**Cons.** *Editing two voices is more difficult than a single track. It is necessary to choose topics that are known to the speakers. (Kremer, 2020).*

Signs of a good podcast. A quality podcast is highlighted by these points:

1. *Good sound, with no extraneous noise or interference.*
2. *Presence of overlaid musical accompaniment.*
3. *Relevance to the stated topic.*
4. *Ability to hold the listener's interest and attention, unusual facts.*
5. *Relevance to the audience the podcast author is aiming for (Adamovich, n.d.).*

The level of perception and comprehension of the text is tested by thick and thin (factual and conceptual) questions. Questions can be asked either by the teacher or by students performing the task in groups. Discussion promotes in-depth comprehension and understanding of the text (Galinov, n.d.). It was decided to observe students' work in groups. Not all students actively participated in the discussion of the issue, did not give examples, did not give explanations supported by arguments. The attention was drawn to the students whose result was close to the maximum and it was revealed that they were the ones who actively discussed the studied question. As the study aimed to explore pedagogical practices in depth, the collection of both qualitative and quantitative data was considered useful in this regard to ensure a comprehensive understanding of the research problem when analyzing the results (Wilson, 2013; Creswell, 2009). In addition, the development of a context-sensitive instrument helps to look at the research question from different angles to explain the results (Creswell, 2009). A survey was chosen as the quantitative research method and qualitative interview was chosen as the qualitative research method.

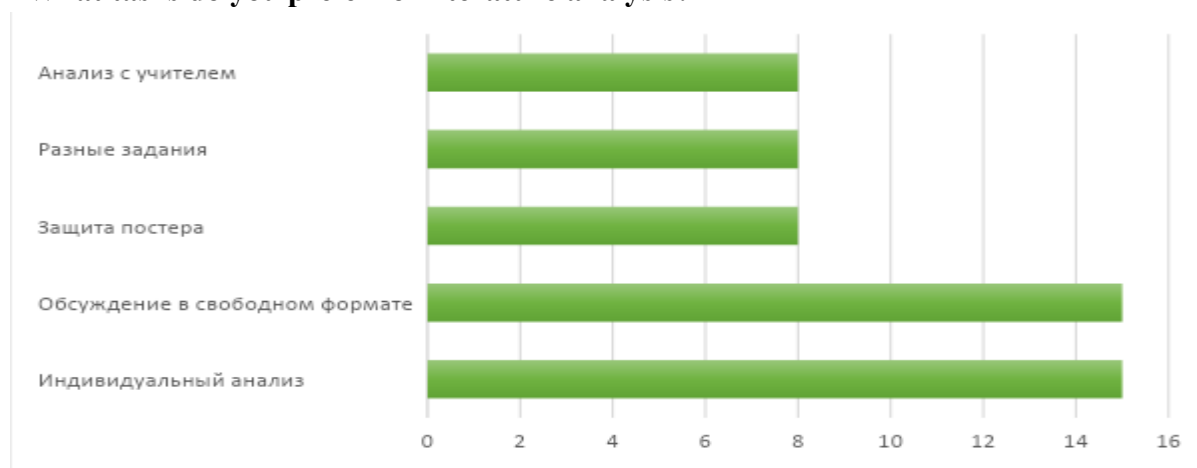
Teachers of Kazakh language and literature identified a group in grade 8 (language B), grade 9 (language A), teacher of RL2 identified a group in grade 10, teacher of EL2 identified a group in grade 12. 54 students participated in the questionnaire (KL1 - 12, KL2 - 14, RL2 - 12, EL2 - 16).

The conducted observation of the influence of IDA influenced the study of the journal of the psychological state of the students and conducting the questionnaire.

The results of the conducted questionnaire revealed that the students who actively participated in the discussion related to the analysis of the studied literary work were very interested in podcasts. 15 students noted free format discussion, individual analysis was chosen by 15 students. Eight students emphasized that they were interested in analyzing with the teacher. Eight students each noted the defense of posters and creative assignments.

Diagram 1: Analysis of the conducted focus group questionnaires

**“What tasks do you prefer for literature analysis?”**



The survey revealed that students are interested in listening to people in the podcast discussing, analyzing interesting, relevant, philosophical, and psychological topics. This provides a deep understanding of the topic by having others discuss it (Kremer, 2020). Students gain and share knowledge as global citizens. One way to effectively deliver information is through podcasts. When recording a podcast, everyone is allowed to make small mistakes, make short pauses. Teachers decided to research the podcast, to pay attention to the use of podcast in lessons. In the course of the research, it was found out that the podcast was used more in the development of speaking and listening skills. The goal of language teachers is to develop the skill of argumentation, so the podcast will be used to achieve this goal of clearly and accurately justifying one's position, making a convincing argument in order to be understood or to influence another person's opinion or decision (Kostiuk, n.d.).

Students also noted challenges in using the podcast in the classroom. First, the ability to auditory comprehension of information is most often much less developed than visual comprehension. Therefore, learners decided to create a podcast script. In most cases, it is better to give assignments to work with creating podcasts as homework.

In KL1, when studying K. Akhmetova's poem "Ecology of the City" and KL2, when studying N. Akysh's work "Where is the Real Grandmother?", an assignment was given

to create a podcast so that students could improve their argumentation skill. Such an assignment is due to the fact that at the end of this unit a Contextual work - argumentative essay - is planned.

The work was conducted in groups:

- Group 1 - monologic podcast;
- Group 2 - conversational podcast.

After reading the poem, the students drafted a research question. For this, the teacher used the research learning strategy "Problem Research Tree". Students were given Instructions for creating a podcast based on a research question to which they had to give a reasoned answer. Based on the reasoned response, they created a script from which they recorded the podcast. To assess the podcast, students created Achievement Criteria that aligned with the MYP

Assessment Criteria:

**Monologic Podcast**

**Criterion A** (*Analysis*).

- *Opinions and ideas are communicated clearly.*
- *Examples are given to prove a position.*
- *Ability to communicate your point of view to the audience*

**Criterion B** (*Organizational*)

- *Sound quality, high quality video*
- *Stay within the time limit of 3 minutes*
- *Maintaining the structure of the podcast (introduction, main body, conclusion)*
- *Presence of rhetorical appeals (pathos, ethos, logos)*

**Criterion D** (*Criterion Language Use*)

- *Demonstration of a rich vocabulary*
- *Literacy of speech*
- *Use of compound sentences*

**Conversational podcast**

**Criterion A** (*Analysis*) *Presentation, analysis of ideas on a topical issue*

- *Ability to communicate one's position to others during the time of analysis*
- *Disclosing the problem by analyzing it together*
- *Discussing different points of view in a dialog*

**Criterion B** (*Organizational*) *Presence of an interesting introduction to the topic*

- *Sound clarity, Video quality*
- *Effective use of time (5 minutes)*
- *Maintaining the structure of the podcast (introduction, main body, conclusion)*
- *Presence of rhetorical appeals (pathos, ethos, logos)*
- *Equal distribution of speech for each group member*

**Criterion D** (*Use of Language Criterion*) *Correct use of punctuation in writing the script*

- *Use of language appropriate to the topic.*
- *Use of complex sentences*

After completing the assignment, students drew a conclusion by noting the similarities and differences between the essay and the podcast.

### **Similarities**

The essay and podcast have following features in common:

- *Structure:* consists of an introduction, main body, and conclusion.
- *Develops research skill:* builds on deeply researched and organized content.
- *Develops critical, creative thinking:* interpreting, arguing, analyzing from different perspectives.

### **Distinction:**

Essay.

- *Analyzes a problem from a subjective point of view*
- *The number of ideas is limited*
- *Develops analytical skills*
- *Types of Essays depend on subject; audience; purpose.*

### **Podcast.**

- *New ideas emerge from different points of view*
- *The number of ideas is not limited*
- *Develops creative and analytical skills*
- *Types of podcasts depend on the number of people; subject; audience; purpose.*

10th grade students performed such a task in the RL2 lesson on the topic: "Workshop on analyzing the novel-antiutopia by E.I. Zamyatin "We"; by 12th grade students in the EL2 lesson on the topic: "Workshop on analyzing the novel-antiutopia by O. Huxley "Oh Wonderful World". These were the lessons of preparation for the "Essay".

The work was carried out in groups:

Task 1. Orally analyze the 36th entry of the novel.

*Plan of Analysis:*

- *Characterize the event underlying the episode, its theme*
- *Formulate the main idea (idea) of the episode.*
- *Formulate the question, the problem at the center of attention:*
  - *- the author;*
  - *- the characters, especially if it is a dialog episode. Identify and characterize the contradiction (mini conflict) underlying the episode.*

Task 2. Build skills in writing a written response and creating a podcast. Answer the suggested questions and, based on your written response, create a podcast.

- Characterize the structure of the episode (into what micro-themes can it be divided?);

- Identify the emotive (emotional) background of the episode
- Characterize the characters involved in the episode:
  - Their attitude to the event;
  - Analyze the author's explanations of speech, gestures, facial expressions, emotions of the characters;
- Identify the presence of artistic features of language: portrait, landscape, interior, details.
- Understand the author's attitude to the event;
  - correlate it with the climax and the idea of the whole work as a whole; determine the author's attitude to the problem (extended analysis) and the severity of the conflict in the author's assessment.
- Determine the place of the episode in the work. Analyze the plot, imagery and ideological connection of this episode with other episodes or other elements of the structure of the work.

Peer evaluation.

*Evaluation criteria* (peer assessment: "super", "optima", "minimum") 7 points

1. Understanding of the ideological and artistic content of the studied work
2. Ability to explain the interrelation of events, character and actions of the characters
3. Understanding of the role of figures of speech in revealing the ideological and aesthetic content of the studied work.
4. Knowledge of theoretical and literary concepts and the ability to use this knowledge when analyzing works studied in class and read independently.
5. Written literacy, logicity and consistency of the answer.

**Students made up evaluation criteria for podcast:**

1. Relevance to the theme.
2. Originality of information presentation.
3. Informative, usefulness.
4. Good sound.

As a result of this study, the possibilities and effectiveness of using podcasts in KL1, KL2, RL2, EL2 lessons to develop the skill of argumentation in the discussion of analyzing a fiction text were studied. A podcast is not only a source of information, but also a source of self-education. Students can not only listen to podcast audio texts, but also create podcasts themselves.

In conclusion, it can be said that podcast technology is one of the most effective means of teaching speech because it stimulates both the development of speaking skill and promotes the development of argumentation skill. In addition, speaking and writing skills are also improved. Thus, the use of podcast in KL1, KL2, RL2, EL2 lessons can affect the improvement of argumentation skill in dealing with fiction text. The conducted study demonstrates students' ability to analyze fiction text, argue their ideas, summarize and use the improved skills in real life. Students' work reflects the appropriate use of argument in both text research and academic writing. Students showed interest in tasks related to creating podcasts in class. Outside of class time, they met with teachers and did work based on the readings for the 100 Books Project. They decided to come together as a group to be able to share their opinions and discuss issues outside of class.

They published a brochure "Analyzing a work of fiction through podcast format". Based on the results of the work, the students created a Memo, which was recommended to be distributed in the IB school community and social networks. The created podcasts were posted by students on the platform [www.podomatic.com](http://www.podomatic.com).

Having analyzed the result of the study in action in the 2022-2023 school year, we can recommend the following:

- to take into account the subject specification when creating a podcast;
- pay attention to the types and features of the podcast;
- provide instructions on how to create a podcast of different types;
- provide ready-made evaluation criteria for the podcast, or give students the opportunity to create evaluation criteria on their own;
- use the ready-made podcast in lessons, or give students the task to create a podcast on the topic they are studying.

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