



UDC 37:004.588; 004.85

DOI 10.35433/pedagogy.2(121).2025.23

**USING BBC PODCASTS IN THE PROCESS OF THE DEVELOPING ENGLISH
LANGUAGE COMPETENCE IN LISTENING FOR THE PROSPECTIVE ENGLISH
TEACHERS DURING THE STUDY OF THE EDUCATIONAL COMPONENT
"ORAL AND WRITTEN ENGLISH COMMUNICATION"**

O. S. Mykhailova*

The article deals with the development of English-language listening competence in future English teachers through the use of BBC podcasts. The concept of "English-language listening competence" is analyzed. Based on a review of scientific literature, key characteristics of this competence in future educators are identified, and a step-by-step approach for instructors in organizing the learning process is outlined.

Special attention is given to the practical aspects of developing students' listening skills during the study of the educational component "Oral and Written English Communication." The author identifies three main stages in the formation of listening competence: pre-listening stage – involves preparing for audio perception through anticipation tasks, which help spark interest, focus attention on the topic, and activate relevant vocabulary. While-listening stage – aims to reduce comprehension difficulties, highlight key points, and ensure understanding of essential information. Post-listening stage – focuses on discussing and summarizing the acquired knowledge, as well as applying it to personal experience.

The article presents a practical illustration of the implementation of each stage in the learning process and details the strategies that effectively develop during the study of the "Oral and Written English Communication" component. The author emphasizes the effectiveness of using BBC podcasts as a tool for optimizing the process of developing English-language listening competence in future English teachers.

Thus, in addition to improving listening skills, podcast-based training also enhances other language activities such as speaking and writing.

Keywords: *English-language listening competence, future English teachers, foreign language communicative competence, BBC podcasts, educational component "Oral and Written English Communication", authentic materials.*

* Candidate of Pedagogical Science (PhD in Pedagogy), Docent
(Zhytomyr Ivan Franko State University)
oksana.mykhailova777@gmail.com
ORCID: 0000-0003-2559-8435

ВИКОРИСТАННЯ ВВС ПОДКАСТІВ У ПРОЦЕСІ ФОРМУВАННЯ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ В АУДІЮВАННІ У МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ ПІД ЧАС ВИВЧЕННЯ ОСВІТНЬОЇ КОМПОНЕНТИ "УСНА ТА ПИСЕМНА АНГЛОМОВНА КОМУНІКАЦІЯ"

О. С. Михайлова

У статті розглядається питання розвитку англомовної компетентності в аудіюванні у майбутніх учителів англійської мови шляхом використання ВВС подкастів. Проаналізовано зміст поняття "англомовна компетентність в аудіюванні". На основі вивчення наукової літератури визначено ключові характеристики цієї компетентності у майбутніх педагогів та окреслено алгоритм дій викладача під час організації навчального процесу.

Особливу увагу приділено практичним аспектам формування навичок аудіювання у студентів під час опанування освітньої компоненти "Усна та писемна англомовна комунікація". Автор визначає три основні етапи формування аудитивної компетентності: дотекстовий етап – передбачає підготовку до сприйняття аудіоматеріалу за допомогою завдань на антиципацію, що сприяє зацікавленню, концентрації уваги на темі та активізації необхідної лексики; текстовий етап – допомагає зменшити труднощі сприйняття, акцентувати увагу на ключових моментах і забезпечити розуміння основної інформації; післятекстовий етап – спрямований на обговорення та узагальнення отриманих знань, а також їх застосування у власному досвіді.

У статті представлено практичний приклад реалізації кожного з етапів у процесі навчання, а також деталізовано стратегії, які ефективно розвиваються під час вивчення освітньої компоненти "Усна та писемна англомовна комунікація". Автор наголошує на ефективності використання ВВС подкастів як інструменту оптимізації процесу формування англомовної компетентності в аудіюванні у майбутніх учителів англійської мови. Таким чином, під час навчання аудіювання з використанням подкастів у студентів поряд з аудіюванням розвиваються й інші види мовленнєвої діяльності – говоріння, письмо.

Ключові слова: *англомовна компетентність в аудіюванні, майбутні вчителі англійської мови, іншомовна комунікативна компетентність, ВВС подкасти, освітня компонента «Усна та писемна англомовна комунікація», автентичні матеріали.*

Introduction of the issue. In the 21st century, the diversity of resources and materials for learning foreign languages has reached a level where anyone can choose the most suitable approach depending on their goals, level of proficiency, and stage of learning. Mastering a foreign language is impossible without developing such a type of speech activity as listening comprehension.

In the context of the informatization of education, the regular integration of modern information and communication technologies into the process of learning foreign languages plays a crucial role. To effectively form and improve listening comprehension skills, high-quality audio materials are necessary. These include podcasts, audiobooks, foreign radio programs, radio plays, audio manuals, and more. Online resources can attract students due to their wide range of topics and formats, which makes foreign

language lessons more meaningful and interactive. Furthermore, using these resources promotes the development of independence and creativity in future teachers.

We examine the potential of podcasts as an effective tool for developing listening skills. Today, listening comprehension holds an important place among other types of speech activities used in foreign language lessons because it is a key element in forming and improving oral foreign language communication.

It is worth noting that listening comprehension is one of the most difficult types of speech activity, as it poses challenges both in understanding the material heard and in the subsequent use of the acquired information. In everyday communication, we largely rely on auditory perception of information, and the quality of its retention directly affects how effectively it can be used.

Listening comprehension is an independent type of speech activity that we constantly encounter in daily life – from news and radio broadcasts to various announcements and instructions.

Current state of the issue. The issue of optimizing the formation and development of foreign language communicative competence and its components in future foreign language teachers is highlighted in the studies of M. Buryak, N. Borysko, L. Kalinina, T. Korobeynikova, S. Nikolaeva, L. Tkachenko, M. Shcherba, D. Hymes, and other researchers. Important aspects of the development of foreign language communicative competence in future teachers at the initial stage of language learning are thoroughly discussed in the scientific works of O. Bigych, I. Pinchuk, V. Red'ko, I. Samoyliukevych, M. Sidun, M. Slettieri, J. Willis, and others. The issue of forming competence in listening comprehension has been studied by scholars such as O. Bigych, S. Haponova, I. Krukivska, I. Lysovets, S. Nikolaeva, O. Petrashchuk, A. Nedilko, and others.

Based on their experience and scientific contributions, it can be stated that listening is an active process that involves significant cognitive load, stimulating psychological and cognitive mechanisms. During this process, the information received is perceived as an auditory signal, processed, compared with available patterns in students' long-term memory, which facilitates recognition and understanding of what has been heard [1: 19-30].

An analysis of specialized literature has shown that the main difficulty in mastering a foreign language is the development of listening and speaking skills. It is impossible to learn to speak without listening. Speaking and listening together form oral communication. Listening is not considered the foundation of communication, but it accompanies speaking, reinforcing it. Self-development in learning English is a primary task of listening as a type of speech activity.

Identifying unresolved issues raised in the article: An analysis of scientific and methodological literature and a study of

experience in higher education have demonstrated that listening is essential for real-time comprehension. It is impossible to pause and think, especially during exams, where time is very limited. Unlike speaking or writing one's own text, one cannot control the content here, nor can one avoid unfamiliar lexical units and grammatical structures by substituting them with more familiar ones. Based on all of the above, it can be concluded that the topic of this research, which concerns the problem of developing listening skills in future professionals during foreign language education, is very important and relevant at present.

Aim of the research is to highlight the role of competence in English listening comprehension for future foreign language teachers, emphasizing the importance of using BBC podcasts in education. This approach allows each student to work in conditions that are comfortable for them and is crucial for achieving high results.

Results and discussion. Today, listening comprehension occupies an important place among other types of speech activities used in foreign language lessons. Its main goal is the formation and improvement of skills in oral foreign language communication.

It is important to note that listening comprehension is one of the most difficult types of speech activity, as it creates difficulties in understanding audio texts and further using the obtained information. In everyday communication, people listen more, and the quality of information perception determines the effectiveness of its further use. Listening competence (LC) involves the ability to perceive and understand authentic texts of various genres and formats in direct and indirect communication situations. Direct listening occurs during dialogue communication in real-life conditions, while indirect listening includes listening to radio and TV broadcasts.

One of the main goals of teaching is to develop students' ability to perceive language in its auditory form. In the process of communication, a person not only listens but also speaks, writes, and

observes. However, in order to act correctly in a particular situation, it is necessary to understand what is heard.

Listening is closely related to other types of speech activities, such as writing, speaking, and reading. Since perception and processing of textual information are characteristic of both reading and listening, these processes involve common language mechanisms that support receptive types of speech activities. Oral speech, in turn, is a combination of listening and speaking [5: 11].

The formation of linguistic and speech experience is impossible without the interaction of these components. Working with audio texts simultaneously develops lexical, phonetic, and grammatical skills, as well as improving speaking and writing skills. Thus, listening serves as a means of learning, and its boundaries with related types of activities are quite conditional.

Listening has several specific characteristics:

1. Since it involves perceiving spoken language by ear, this process takes place both in direct communication and through technical means.

2. In communication, listening is marked by speed, similar to reading.

3. Unlike speaking and writing, it is a receptive type of speech activity, as it is related to perception and understanding of information.

4. The cognitive mechanisms underlying listening include perception, memory retention, attention, prediction, recognition of language structures, analysis, synthesis, grouping, comparison, conclusions, and appropriate reactions.

5. The final result of listening is understanding the material heard and an appropriate reaction-either verbal or internal storage of information until its relevant use [3: 43-46].

Listening combines perceptual, cognitive, and mnemonic components. The process of perceiving spoken language is based on mental operations (analysis, synthesis, comparison, abstraction, generalization, etc.) and

involves identifying and mastering key information [7].

One of the most challenging aspects of mastering a foreign language is developing listening and speaking skills. It is impossible to learn to speak without listening, as together they form oral speech. While listening is not the main form of communication, it accompanies speaking and contributes to its improvement. One of the important functions of listening in learning a foreign language is promoting self-development of speech skills [5].

In modern methodology, listening can serve as both a goal and a means of learning. Today, these two functions are undoubtedly closely connected in practice. Listening as a method of learning ensures that students are introduced to the latest language and speech material, and it represents a way of developing skills and abilities in all other types of speech activities. It also helps maintain an already achieved level of language proficiency and directly creates auditory skills [4: 24-27].

When selecting a text for listening, its characteristic linguistic features, its general characterization, and compositional features are considered. The importance of the emotional-psychological characteristics of the student is noted: attention is primarily paid to linguistic hearing, memory, the ability for verbal inference and possible modeling, motivation, and the level of internal language formation [6].

Recently, information and communication technologies have been actively used in the educational process, particularly podcasts. The term "podcasting" arose from the combination of the words "iPod" (the brand of portable multimedia devices from Apple) and "broadcasting" (wide broadcasting). Podcasting involves the distribution of audio or video content via the Internet. Audio files, known as podcasts, can be downloaded and listened to at any convenient time on various devices, such as computers, phones, MP3 players, etc. [9].

Podcasts have several advantages in the learning process. They allow students to access educational material anywhere and anytime, repeating what they have listened to as many times as necessary. Their use promotes the development of listening skills, enriches vocabulary, improves grammar knowledge, and also contributes to the formation of speaking and writing skills [4: 24-27].

Podcasts provide the opportunity to listen to authentic texts of various genres, performed by native speakers or experienced teachers. For example, the BBC World Service offers podcasts for learning English (www.bbc.co.uk/radio/podcasts/), which help not only develop listening skills but also improve speech. The BBC Learning English Podcast series lasts only six minutes, making them easy to comprehend. Each podcast is accompanied by a transcript, which facilitates understanding [10].

When using podcasts in the learning process, it is important to consider the specifics of listening as a complex speech process based on the perception and understanding of spoken language at the moment of its occurrence. When selecting podcasts, attention should also be paid to the credibility of the website offering audio materials, as well as the possibility of choosing the difficulty level of the podcasts.

With the help of educational podcasts, students can develop listening skills (such as understanding the purpose of a text, its topic, understanding the logic of presenting information or argumentation, understanding the interdependence between facts, causes, and events, determining the speaker's attitude to the subject, predicting the development of events, expressing their own judgment about what they heard). For developing auditory skills based on podcasts, the well-known three-phase model of

listening instruction can be used: (1) before listening, (2) during listening, (3) after listening. There will be no significant differences between the methodology of using podcasts and the methodology of using traditional audio and video materials. Therefore, when developing auditory skills, podcasts will serve as an additional, limitless source of audio and video materials on various topics and durations [3: 43-46].

It can be confidently stated that podcasting increases motivation and interest in learning a foreign language, realizing the personal potential of the student, and ensuring the mastery of intercultural communicative competence.

Thus, the aforementioned features and opportunities of podcasts provide a new, relevant quality to the process of foreign language learning, namely, not only high motivation among students but also fostering their initiative, determination, and the development of listening and hearing skills, which undoubtedly contributes to enhancing the effectiveness of the learning process.

We will now present a set of exercises for teaching listening comprehension to the prospective foreign language teachers during the study of the educational component "Oral and Written English Communication" using BBC podcasts, exemplified by the topics "Environment" and "Fame".

Topic: Environment

Objective of the lesson: to introduce students to new lexical units of a new topic; to practice students in discussing problematic issues on the topic; to develop listening skills with full understanding of what was heard and to develop monologue speaking skills.

Students are invited to listen to a BBC podcast on the topic "How can I help the environment? "

<https://www.youtube.com/watch?v=uhfVT5iAtMM>



Pre-listening stage

At the "pre-listening" stage, the teacher organizes a discussion with the aim of anticipating students' responses and introducing them to the topic of the lesson. The teacher prepares and sets the students up for the listening activity.

Task 1. Answer the questions

1. Do you think people should recycle newspapers? Why or why not?
2. How has the world changed since you were a child? (technology, values, environment, health)
3. What are some things that can be recycled?
4. What can you do to make this world a better place?
5. Who do you think is more responsible for pollution, individual people or the government? Explain.

Task 2. Look at the key words and predict what this audio will be about.

Key words: *plastics, problems, things, environment, reuse, foods, containers.*

While-listening stage

At this stage, students listen to the text, trying to understand the main content, the topic of the text, and the key facts.

Task 1. Listen to the audio and fill in the missing words.

1. I _____ twice a day and _____ my brush every couple of months.
2. We are beginning to realize that this invention is causing many long-lasting environmental _____.
3. Madeleine Murray is from an Irish _____ that gives advice to businesses and communities on how to

operate in an environmentally responsible way.

4. Madeleine Murray buys the biggest _____ she can buy and big cereal _____.

5. Sam had a lot of hand-me-downs including toys and _____ from his older cousins.

6. _____ grow up quickly so often everything is in good condition.

Task 2. Choose the correct answer.

1. Environmental issues are:
 - a) really important these days
 - b) are not important
 - c) people don't pay attention to them.
2. What food items does Madeleine Murray mention?
 - a) cereal, pasta, potatoes, rice
 - b) yoghurt, cereal, pasta and rice
 - c) rice, yoghurt, chips, cereal.
3. Buying *in bulk* means:
 - a) buying in small amounts
 - b) buying in boxes
 - c) buying a lot of something
4. Dr Tara Shine suggests that it's better to
 - a) throw things away when the child gets too big or too old
 - b) keep things in the wardrobe when the child gets too big or too old
 - c) give things to other people
5. Things are usually in good condition because
 - a) children don't use them
 - b) children grow up quickly
 - c) children use them carefully
6. Where was the first artificial plastic developed?
 - a) England
 - b) Germany

c) Switzerland

7. Alexander Parkes patented Parkesine, the first artificial plastic in

a) 1856

b) 1955

c) 1865

Task 3. Continue the sentences.

1. Pass things on means ... (give them to other people to use).

2. Passing things on can help other people and ... (save their money).

3. To be in good nick means to be ... (in good condition).

4. If you have a lot of something you can ... (transfer it to smaller containers).

Post-listening stage

Task 1. Create a project.

Course of action: Students should create a project and highlight in it the ways in which people can help the environment.

Task 2. Group up and tell each other what you exactly do to help the environment, then present the information about your partner to the class.

Course of action: Students are divided into small groups and share with each other what they are doing to help and preserve the environment. Afterward, they present their partner(s)' actions to the rest of the class.

Fame

Objective of the lesson: To introduce students to new vocabulary related to the topic; to practice students in discussing questions on the topic; to develop

listening skills with full comprehension of the audio, and to enhance monologue and dialogue speaking skills.

Students are invited to watch a BBC podcast on the topic "Lewis Hamilton: Billion Dollar Man"

<https://www.youtube.com/watch?v=wFD-6F2rzqs>



Pre-viewing stage

At the "pre-listening" stage, the teacher organizes a discussion aimed at anticipating the students' thoughts and introducing them to the topic of the lesson.

Task 1. Answer the questions

1. Are there any famous people you really admire? Who are they?

2. Would you like to be famous one day? What would you like to be famous for?

3. Why do so many people want to be famous?

4. What is the easiest way to become famous?

Task 2. Look at the pictures and tell who this man is and how he is connected to a race car. What do you know about him and his life?



While-viewing stage

Task 1. Watch the video and choose the right variant.

1. Formula One is all about *speed* / *adrenalin*.
2. The season lasts from *March* / *May* to October, and it take place in some of the world's richest locations.
3. Speed on the track, money in the *bank* / *pocket*, fame and glory.
4. And nobody does it better than Lewis Hamilton, the *million-* / *billion-*dollar man.
5. Lewis Hamilton has won *four* / *five* British go-karting championships.

Task 2. Watch the video and complete the sentences with the missing words.

1. This is Lewis Hamilton, Formula One driver, model, celebrity, _____.
2. Someone who's preparing for those very same championships is Lewis Hamilton, who is only _____ years old.
3. The reason I want to be a Formula One _____ is because it's got a lot of speed in it.
4. Now he says he wants to be world Formula One champion by the time he's _____.
5. Um, I like to be with all the big guys, and I'd like to be making lots of _____.
6. Formula Three is fast, _____, and full of young, ambitious drivers.

Task 3. Match the synonyms

1. Ordinary
enthusiastic
2. Survive
racing car
3. Championship
common
4. Kart
remain alive
5. Ambitious
tournament

Post-viewing stage

Task 1. Group up and think on how to achieve a goal, be successful and become famous.

Task 2. Pair up and come up with a dialogue in which one of you plays the role of Lewis Hamilton and the other interviews him about his life and achievements.

Conclusions and research perspectives. Therefore, the conducted research confirms that BBC podcasts can serve as an effective tool for developing listening skills during foreign language learning for future foreign language teachers.

At the same time, this article does not cover all aspects of the stated problem. Further scientific research should focus on defining the conceptual foundations of this process, developing relevant technologies, and creating educational and methodological resources for teaching English in higher education institutions, as well as analyzing international experience in organizing such teaching.

REFERENCES (TRANSLATED & TRANSLITERATED)

1. Bihych, O.B. (2012). Metodyka formuvannia inshomovnoi kompetentnosti v audiiuvanni [Methodology for developing foreign language competence in listening]. *Inozemni movy – Foreign movies*, № 2 (70), 19-30 [in Ukrainian].
2. Bihych, O.B., Borysko, N.F., & Boretska, H.E. (2013). *Metodyka navchannia inozemnykh mov i kultur: teoriia i praktyka* [Methods of teaching foreign languages and cultures: theory and practice]: pidruchnyk dlia stud. klasychnykh, pedahohichnykh i linhvistychnykh universytetiv. Kyiv, 590 [in Ukrainian].
3. Davydenko, O.V., & Ponomarenko, O.V. (2018). Podkastynh yak zasib formuvannia kompetentnosti v anhlomovnomu audiiuvanni studentiv molodshykh kursiv [Podkastynh yak zasib formuvannia kompetentnosti v anhlomovnomu audiiuvanni studentiv molodshykh kursiv]. *ScienceRise: Pedagogical Education*, № 5 (25) [in Ukrainian].
4. Lukashchuk, A.I., & Hryhorieva, T.Iu. (2021). Formuvannia anhlomovnoi kompetentnosti v audiiuvanni uchniv osnovnoi shkoly [Formation of English language competence in listening of primary school students]. *Vyklyky ta perspektyvy inshomovnoi*

osvity u XXI stolitti – Challenges and prospects of inshomovnoi osvity in the XXI century: tezy dop. Vseukr. student. nauk. internet-konf. Zhytomyr [in Ukrainian].

5. *Metodyka navchannia inozemnykh mov i kultur: pidruchnyk dlia stud. klasychnykh, pedahohichnykh i linhvistychnykh universytetiv* [Methods of teaching foreign languages and cultures: a textbook for students. classical, pedagogical and linguistic universities] / Bihych O.B. ta in.; za zahaln. red. S.Iu. Nikolaievoi. (2013). Kyiv: Lenvit, 590 [in Ukrainian].

6. *Common European Framework of Reference for Languages: learning, teaching, assessment. Companion Volume with new descriptors*. (2018). Strasbourg: Council of Europe, 235 [in English].

7. *Podcasts in higher education: students' and lecturers' perspectives*. Retrieved from: <http://repositorium.sdum.uminho.pt/handle/1822/10080> [in English].

8. Salmon, G., & Edirisingha, G. (2008). *Podcasting for Learning in Universities*. Maidenhead, England: Open University Press, 248 [in English].

9. Scutter, S., Stupans, I., Sawyer, T., & King, S. (2010). How Do Students Use Podcasts to Support Learning? *Australasian Journal of Educational Technology*, № 3, 180-189 [in English].

10. Stanley, G. (2005). *Podcasting for ELT*. Barcelona: British Council, 100 [in English].

Received: April 25, 2025

Accepted: May 19, 2025