<table>
<thead>
<tr>
<th>その他（別言語等）のタイトル</th>
<th>言語教師育成におけるポッドキャストによる研究オプションの導入</th>
</tr>
</thead>
<tbody>
<tr>
<td>著者</td>
<td>ターナー・マシュー</td>
</tr>
<tr>
<td>著者別名</td>
<td>Matthew W. TURNER</td>
</tr>
<tr>
<td>原タイトル</td>
<td>言語教師育成におけるポッドキャストによる研究オプションの導入</td>
</tr>
<tr>
<td>創作</td>
<td>言語教師育成におけるポッドキャストによる研究オプションの導入</td>
</tr>
<tr>
<td>著作</td>
<td>言語教師育成におけるポッドキャストによる研究オプションの導入</td>
</tr>
<tr>
<td>輸入</td>
<td>言語教師育成におけるポッドキャストによる研究オプションの導入</td>
</tr>
</tbody>
</table>
1. Introduction

Podcasts are user-generated audio creations that are uploaded to hosting websites and delivered to listeners’ smartphones, laptops, and other devices through various applications. Podcasts are unlike conventional media formats, being distinctive for their open availability, ease of production, staggered release, and portability (Drew, 2017). Podcasts also have unique characteristics such as modes of production, presentation, audience engagement, and intention (Llinares, Fox, & Berry, 2018).

Over the last two decades, podcasting has greatly expanded, with a wide range of innovative and revolutionary formats now available. A large element of their appeal relates to their abundant and unlimited inclusion of specialised interests, with topics ranging from film criticism to medicine, for example (Fox & Llinares, 2018; Nwosu, Monnery, Reid, & Chapman, 2017). For podcast creators, production is sustained and motivated by factors such as public creativity, performance and promotion, entertainment, community membership, and feedback from users (Markman & Sawyer, 2014). For podcast listeners, choosing to use them is influenced by the medium’s entertainment appeal, the ability to build a personal library of freely accessible digital content, and opportunities for listener interaction about the content of shows in social settings (McClung & Johnson, 2010). Podcasts, therefore, are an example of a democratizing and disruptive media in which both users and producers can contribute and connect freely by creating and sharing things in the world, potentially increasing a sense of participation and engagement with social and physical environments (Gauntlett, 2018).

Today, podcasts have a familiar role in education and have been utilised in various ways over the years. A great deal of attention has been given to how the medium can be used as an alternative form of course content delivery (Hew, 2009), be applied to training programmes as a suitable component for learning (Kennedy, Alves, & Rodgers 2015), and used actively to facilitate collaborative knowledge development amongst students (Lee, McLoughlin & Chan, 2008). For academic researchers, podcasts are noted as being useful in both promoting a

---

Matthew W. TURNER

* A lecturer in the Faculty of International Tourism Management, and a research fellow of the Institute of Human Sciences at Toyo University
visibility and awareness of scholarly work and increasing a public engagement in subject areas that might have
previously been less familiar (Mollett et al., 2017). Podcast have also been a central feature of teachers’ reflect-
tive and professional development activities too, in terms of practitioners discussing their inclusion of the tech-
nology in their classes (Brown et al., 2009), and more recently, as an apparatus for self-reflection activities on
professional identities (Bolden & Nahachewsky, 2015). With regard to the area of foreign language learning
education, the focus has overwhelmingly been on how podcasts are utilized as instructional tools and material
resources (Yugsán-Gómez et al., 2019).

Research into podcasts in educational fields has followed different conceptual paradigms since the technol-
gy’s inception in the mid-2000’s (Llinares, Fox, & Berry, 2018), and along with a podcasting resurgence that
took place in the mid-2010’s (Bottomley, 2015), there has been growing scholarly interest in various cultural is-
ues concerning the phenomenon, such as the emergence of audio forms of narrative journalism and storytelling
(Lindgren, 2016; McCracken, 2017). Broadly speaking though, there still remains gaps and areas of focus that
have been largely underexplored, with Lundström and Lundström (2020) observing that “methodological dis-
cussions on the podcast phenomenon are not at all in parity with its rampant cultural impact” (p. 2), with an em-
phasis on the technological affordances of the medium still very much being the prevailing focus. Through re-
reflecting on podcasting research literature, and some gaps thereof, this paper will identify and propose three re-
search approaches that can be carried out with the use of podcast phenomena, in relation to their application in
the area of language teacher development in particular. The three types: Inquiry through Podcasting, Podcaster
Inquiry, and Inquiry using Podcasts, will be explained with examples from the writer’s own podcasting project,
namely The TEFLoology Podcast, along with a discussion of these activities within the context of foreign lan-
guage teaching.

2. The TEFLoology Podcast

In 2014, The TEFLoology Podcast was launched. The podcast is an independent project released fortnightly
and consists of a variety of different episode formats. Of late, the podcast has monthly listening figures of ap-
proximately 6000, and has had over 300,000 listens since the show began. At the time of writing, almost 180
episodes, with more at different stages of the completion process, have been produced. The podcast is freely ac-
cessible through most podcasting platforms and applications as an audio format, and also maintains a presence
on YouTube, Facebook, and Twitter.

The TEFLoology Podcast started out as an enjoyable way for a group of colleagues to spend time with each
other and document their reflections about their shared profession. Over the years, however, the project has ma-
tured and grown to include a number of different episodic formats, with the majority featuring theoretical, peda-
gogical, and historical discussions related to English language teaching (ELT) and applied linguistics. Interviews
with researchers in the field have also been an offering of the project from the start, and over the years, a
number of conversations have been released with notable scholars. The podcast has also produced guest-hosted episodes in which others in the field have been given the opportunity to share their activities with listeners. Audio productions of text-based resources, such as book chapters and articles, have been experimented with too.

For the creators of the podcast, the shared enterprise of the project chiefly operates as a bottom-up and individual-based continuing professional development (CPD) initiative, both for themselves and listeners (Turner, Lowe, & Schaefer, 2020). This podcast was recently featured as an example by Farrell (2018) to acknowledge their use as an online reflection option for ELT practitioners. In addition, recent years have seen the podcast being used as an active site and mechanism for research inquiry. The following sections will address some of these research activities, with reference to the wider context of podcast scholarship. Although examples will be provided from the writer’s own co-produced podcast, it is hoped that these examples will help to generate and outline ideas for further research activities with podcasts more broadly.

3. Inquiry through Podcasting

Inquiry through podcasting refers to research activities that are carried out through the process of creating and implementing podcasts. This follows an approach outlined by Kinkaid, Emard, and Senanayake (2020), who describe an experimental process in which collaborative podcast production is used as a method for collecting data, providing open research analyses, and distributing findings. It is claimed by the writers that the visceral qualities of the audio medium bring with it the potential for a heightened public engagement with scholarly activities. In also considering forms of collaborative practitioner research, such as action research (AR), the stages of inquiry through podcasting may follow some of the same common steps in research cycles (see Kemmis et al., 2013). For example, there is planning, in the identification of themes for episodes and the developing of questions, notes, or readings. This is followed by acting, through the creation of the episodes, and reflecting, in which the creators listen back to their activities and respond to the content produced in follow-up episodes, or by encompassing this knowledge into their continuing professional work.

The TEFLology Podcast has been used to generate active research inquiry. In Turner et al. (2019), a forum was devised to bring together a diverse group of speakers to establish connections and points of commonality between different sub-disciplinary areas of interest. Through the planning and implementation of interview and panel discussion exchanges, the aim was not only to offer chances for panellists to uncover emergent resonances between their different specialities, but also to allow for opportunities for the podcast producers to build up their own critical understandings of participants’ research activities and ideas through the act of questioning during the forum, and reflecting on the entire process afterwards. For example, one part of the forum featured a podcaster asking questions about mixed, augmented, and virtual reality in language learning in order to raise their awareness of the topic. In addition, a theme of resonance that all the guests and facilitators connected over was the phenomenon of language learner silence in communicative situations, which was a research interest of one
of the interviewees.

Some other examples of Inquiry through podcasting include episode 98 (see appendix) of The TEFLology Podcast, in which the creators used their program to find out about language teaching practitioners’ responses to emergency remote teaching (ERT) from around the world. Through collaboratively writing questions together, based on the shared experiences of the producers, an assortment of different teachers’ voices was gathered, helping the creators and listeners to get a realistic and visceral sense of how others in the wider professional community were dealing with ERT adaptations. In summary, podcasts have the potential to offer language teaching practitioners some innovative and collaborative ways to carry out and participate in research investigation, inquiry, and knowledge production.

4. Podcaster Inquiry

Podcaster inquiry entails using individual or groups of podcasters and their shows as subjects, or the generation of research from the podcasters themselves as insiders. Lundström and Lundström (2020) put forward an approach termed ‘podcast ethnography’, in which they argue that podcasts constitute a rich natural field site for qualitative inquiry, owing to their existence at a point of convergence between the digital and non-digital environments. The writers suggest three broad stages to this approach. The first is to ‘explore’ a show inductively and openly, then to ‘engage’ with a podcast through reflection concerning its reception, before finally ‘examining’ podcasts with appropriate analytical and theoretical tools (p. 2). The pair applied this approach to a podcast which featured ideological exchanges related to whitenationalism in Sweden as their ethnographic field site. Through this method, questions about how the morphology of fascism is negotiated and reconfigured by a group of its followers could begin to be established.

Building upon Lundström and Lundström’s (2020) calls for the development of podcast ethnography, an extra autoethnographical aspect that additionally explores the world of podcasts from the unique view of insider perspectives may also be a worthwhile focus and contribution to the area of podcast research. For example, Cook (2020) made use of his own reflexive insights from his podcasting work to examine the implications of using podcasts as an anthropological method. As a tool, podcasts may operate as a process towards destabilising “the typified voices of authority within the discipline by proposing another way of creating such authority” (p. 15), with the writer actively engaging in interview interactions, and reflecting their creation, around the theme of digital politics in India.

With reference to The TEFLology Podcast, a collaborative autoethnography of the three podcasters’/teachers’ changing knowledge and practice is currently being undertaken. A collaborative autoethnography involves the pooling of collective experiences from researcher communities, whereby a group draws from their life histories and experiences for the exploration of personal manifestations of social and cultural phenomena. Once completed, this collaborative autoethnography will detail how the group entered into a process of reflectively re-
sponding to and examining past podcast dialogues as a way to understand the extent to which developments in thought and action could be identified and seen. The aim of this project strives to build new data-led and empirical understandings about podcast participation, by observing more closely the intrapersonal effects of participating in the phenomenon.

5. Inquiry using Podcasts

Inquiry using podcasts relates to research in which podcast activities, such as the produced audio recordings, can be investigated and used as data for analyses. As a naturalistic and popular user-generated media format, research can be conducted to observe the ways that podcasts discursively shape and influence different discourses. For example, studies by Euritt (2019) and Jarrett (2009) explored how podcasts contribute to the formation of palpable senses of narrative, as well as engender and reconfigure specific outlooks on the world.

With regard to language teacher development, participation in podcasts could provide chances for groups within the community to co-construct and collaborate on knowledge development with one another. In creating and sharing these interactions, a bank of potentially usable and publicly accessible sites of research are generated and provided. Although there are many features and areas of interest, podcasts may provide an option for recording the specificities of teaching peers participating in a form of dialogic reflection with one another, for example. In general, accounts of language teaching practitioners’ spoken reflections are somewhat elusive, and often take place privately as part of formal training settings. Podcasts, therefore, may allow for more data-led accounts of forms of practitioners’ dialogic reflections to be opened up and initiated, helping inquirers to more closely establish how these activities are actually being undertaken and engaged with (Walsh & Mann, 2015).

With regard to this type of research activity, a study by Turner (2020) using the The TEFLology Podcast was conducted in order to identify various interactive features that showed participants undergoing a process of co-construction and developmental exploration with one another. A discourse framework outlined by Edge (2002), titled cooperative development (CD), was used as way to describe the nature of the interactants’ collaborative understanding actions in a podcast interview. The conversation was arranged so that the interviewer could ask Diane Larsen-Freeman the interviewee, who is a second language acquisition researcher, about complex dynamic systems theory and see how these ideas might apply to language learning contexts. Some indications of “movements towards purposeful self-development” (Turner, 2020, p. 37) were explored, particularly on the part of the interviewer. These were described through the use of aspects such as focussing, challenging, and reflecting, with the interview data providing examples of the backchanneling, recasting, and reformulating of ideas to show evidence of learning and development through dialogue.

Although not limited to education, teachers, and reflective activities, the production of podcasts can provide sites for research investigations to be carried out, offering valuable glimpses into how peers can interact with one another and articulate, form, and understand different thoughts.
6. Conclusion

This paper has proposed three different research activities that could be carried out with podcasts, either as an active podcast producer, or as someone wishing to use podcast resources as data sources for investigative studies. Although a lot of the focus on podcasts concerning language teaching has tended towards describing their use as pedagogical tools for learners, their use as an apparatus to support language teachers’ development and reflection is now an emerging and burgeoning concern, and along with The TEFLology Podcast, there are a number of other podcasting projects also experimenting. Participation and involvement in podcasts, whether as part of a formal educational program or as an independent CPD initiative, gives practitioners spaces to reflect critically on their practice by way of entering into exchanges with peers or using a project to facilitate investigative processes about various matters of interest. In ending, more research activities that utilise podcasts for the research activities outlined in this paper are to be welcomed and encouraged.

References


Appendix

The TEFology Podcast, episode 98: Emergency Remote Teaching Responses

This paper proposes emerging research activities that can be carried out with podcasts in relation to their utilisation in the area of language teacher development. An overview of podcasts as a media format, their different roles in education, and a rationale for use as tools for encouraging professional learning will first be provided. Following this, three research concepts will be discussed: Inquiry through Podcasting, Podcaster Inquiry, and Inquiry using Podcasts. The writer’s podcasting project will be referred to as a way to exemplify some existing approaches that are being experimented with. It is hoped that podcasts could be used as potential research sites for those involved in exploring language teacher development.

**Key words**: Podcasting, Language Teacher Development, Professional Learning, Practitioner Inquiry, Qualitative Research

* 人間科学総合研究所研究員・東洋大学国際観光学部