Abstract

This qualitative research study documents the observed behaviors and reported experiences of a regular education French Teacher and her class of nine French 3 students engaging in podcasting. The study examines the use of podcasts and music videos and their role in listening, reading, and speaking proficiencies. The study also examines the use of student choice as an important role in providing meaningful and authentic listening experiences to motivate students. The study suggests that explicit instruction and guided practice with listening strategies combined with authentic experiences allows students to use the strategies independently to better listening comprehension. The data also suggested better speaking fluency and reading comprehension as unforeseen results.