

THE EFFECTS OF ASYNCHRONOUS CMC ON SPEAKING PROFICIENCY  
AND ANXIETY: PODCASTS

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The Effects Of Asynchronous CMC On Speaking Proficiency And Anxiety: Podcasts

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## ÖZET

### ARTZAMANLI CMC’NİN KONUŞMA YETERLİLİĞİ VE KAYGISI ÜZERİNE ETKİSİ: PODCASTLER

Bu çalışma a) podcastlerin yabancı dil olarak İngilizce öğrencilerinin sözlü performanslarına etkisi, b) podcastlerin yabancı dil olarak İngilizce öğrencilerinin konuşma kaygısına etkisi, c) konuşma kaygısı ve sözlü performans arasındaki ilişki ve d) öğrencilerin podcastlerle ilgili algılarını araştırmak için dizayn edildi. Çalışma İstanbul, Türkiye’de bir lisede yapıldı. Bahsi geçen okulda, 9. sınıf seviyesindeki iki sınıfın öğrencilerine Young (1990)’dan adapte edilen, genel yabancı dil sınıfı kaygısı ve sınıf –içi aktiviteleriyle ilgili 24 madde içeren kaygı ölçeği uygulandı. Bu öğrencilerden kaygı düzeyi en yüksek olan 30’u çalışma için seçildi. Bu öğrencilerin sözlü performansları Konuşma İngilizcesi Testi (TSE testi) ile değerlendirildi ve öğrencilerle konuşma kaygıları ve sözlü performanslarıyla ilgili görüşme yapıldı. Sözlü performanslarıyla ilgili olarak, sözlü performanslarını değerlendirmeleri ve sözlü performanslarını neyin etkilediğini düşündükleri soruldu. Konuşma kaygılarıyla ilgili olarak, sınıf içinde konuşmanın kaygı tetikleyici olup olmadığı soruldu. Ayrıca, hangi ders-içi ve ders-dişi etkinliklerin ve durumların konuşmayı kaygı- tetikleyici hale getirdiği veya İngilizce konuşurken rahat hissetmelerini sağladığını ifade etmeleri istendi. 11 hafta boyunca, kontrol grubu ders kitaplarını takip edip oradaki konuşma aktivitelerini yaparken, deney grubu bunlara ek olarak podcast hazırladı. Bu süreç boyunca, deney grubundaki öğrencilerle podcastlerin konuşma yeterliliği, stres ve kaygı üzerindeki etkisi, karşılaştıkları zorluklar ve sınırlılıklar, podcastlerin sağladığı faydalar ve podcastlerin konuları ile ilgili algılarını araştırmak için 3 kez görüşme yapıldı. 11 hafta sonunda, katılımcılara kaygı son-ölçeği, son-görüşme ve sözlü performans son-testi uygulandı. Çalışmanın

başında sorulan görüşme sorularına ek olarak, çalışmanın sonunda, öğrencilerden dönem başındaki ve dönem sonundaki sözlü performanslarını karşılaştırmaları ve farkı neyin oluşturduğunu düşündüklerini ifade etmeleri istendi. Çalışmanın sonuçları, podcast kullanan öğrencilerin podcast kullanmayan öğrencilerden daha yüksek sözlü performansına ( $t(28)=2,4$   $p=,025$ ) ve daha düşük konuşma kaygısına ( $t(28)=7,01$   $p=,00$ ) sahip olduğunu; ve katılımcıların sözlü performansları ve kaygıları arasında negatif bir ilişki ( $r=,46$   $p<,05$ ) olduğunu gösterdi. Görüşmelerin analizi, deney grubundaki 12 öğrenci için, sözlü performanslarındaki farkı etkileyen faktörün podcastler olduğunu gösterdi. En sık ifade edilen diğer faktörler ise sınıfta İngilizce kullanılması, ödev yapmak ve hikaye kitapları okumaktı. Kontrol grubundaki öğrenciler için, en sık ifade edilen faktörler kelime bilgisi, yapılan etkinlikler ve öğretmendi. Podcastlerle ilgili görüşmelerin analizleri, öğrencilerin, podcastlerin konuşmayla ilgili daha az kaygılı olmalarına ya da kaygılı olmamalarına ve İngilizce konuşurken daha kendine güvenli olmalarına yardım ettiğine; hata yapma stresi ve korkusunu azalttığına; sözlü performanslarını ve telaffuzlarını ilerlettiğine; kelime hazinelerini geliştirdiğine; pratik yapma ve tekrar sağladığına inandıklarını gösterdi.

## ABSTRACT

### THE EFFECTS OF ASYNCHRONOUS CMC ON SPEAKING PROFICIENCY AND ANXIETY: PODCASTS

This study was designed to investigate: a) the effect of podcasts in EFL students' oral performance, b) the effect of podcasts in EFL students' speaking anxiety, c) the relationship between speaking anxiety and oral performance, and d) EFL students' perceptions of using podcasts. The study was conducted in a high school in Istanbul, Turkey. The students in two 9<sup>th</sup> grade classes in the subject school were given the anxiety questionnaire, which was adapted from Young (1990), consisting of 24 items related to general foreign language class anxiety and in-class activities. A total of 30 students with the highest anxiety levels were chosen among these students. The oral performances of these students were evaluated through the Test of Spoken English (TSE) and the students were also interviewed about their speaking anxiety and their oral performances. About their oral performances, they were asked to evaluate their oral performances and express what they thought affected their oral performance. About their speaking anxiety, they were asked if speaking in class was anxiety provoking. They were also asked to express what in and out-of class activities and conditions make speaking anxiety provoking or make them feel relaxed when speaking English. For 11 weeks, the control group followed the course book and did the speaking activities in it while the experimental group created podcasts in addition to those activities. During this procedure, the students in the experimental group were interviewed three times in order to investigate their perceptions of podcasts in terms of the effect of podcasts on speaking proficiency, stress and anxiety; difficulties, challenges and limitations they faced; the benefits podcasts provided and the topics of the podcasts. At the end of 11 weeks, the

participants were given the anxiety post-test, the post-interview and the oral performance post-test. In addition to the interview questions asked at the beginning of the study, at the end of study, the students were asked to compare their oral performances at the beginning and end of the term, and state what they thought affected the difference. The results of the study showed that students who used podcasts had higher oral performance ( $t(28) = 2,4$   $p = ,025$ ) and lower speaking anxiety levels ( $t(28) = 7,01$   $p = ,00$ ) than the students who didn't use podcast; and there was a negative relationship between the participants' oral performances and speaking anxiety ( $r = ,46$   $p < ,05$ ). The analysis of the interviews showed that for 12 students in the experimental group, the factor which affected the difference in their oral performance was podcasting. The most frequently stated other factors were using English in class, doing homework and reading storybooks. For the students in the control group, the most frequently stated factors were vocabulary, the activities done and the teacher. The analysis of the interviews on podcasts revealed that the students believed that podcasts helped them feel not or less anxious, and more confident when speaking English; decreased the stress and fright of making mistakes; improved their oral performances and pronunciation; expanded their vocabulary and provided them practice and revision.

## CHAPTER I

### INTRODUCTION

With the developments in technology, educators needed to implement Information and Communication Technology (ICT, henceforth) applications into their classes. They followed the technological changes and tried to find ways to integrate these changes in their teaching practices. Many researchers have focused on the use of technology in educational fields and pointed out possible implementations.

The focus on the use of technology in language learning and teaching environments introduced the Computer Assisted Language Learning (CALL) which is “the search for and study of the applications on the computer in language teaching and learning” (Levy, 1997, p.4)

A number of studies have been conducted to introduce, teach, support, and provide ideas on the use of computers in teaching environments for foreign language teachers since the mid 1980s (Hardisty and Windeatt, 1989). Some of these studies focus on encouraging teachers to use computers (Gooden, 1996; Tsou, Wang and Li, 2002; Chambers and Bax, 2006; Axtell, 2007; Sagarra and Zapata, 2008; AbuSeileek, 2012; Hirschel and Fritz, 2013) and some others focus on implementing Internet-based language practices into classroom environments (Clarke, 2000; Griffin, 2006; Miyazoe and Anderson, 2010; Kılıçkaya and Krajka, 2010; Yazdanpanah, Sahragard and Rahimi, 2010).

The use of technology can supplement and enhance language learning and teaching particularly in the era of the Net Generation.

With the increasing focus on technological implementations in language classrooms, network –based technologies, such as Computer Mediated Communication (CMC), have also gained more importance. Within the networked

environment provided by CMC, learners can communicate others in and out of classroom environment, i.e. synchronous and asynchronous mode (Murray, 2000; Sevingil and Bayyurt, 2010).

Another important issue in foreign language research is the role of speaking and students' oral performances. According to many researches, speaking is the most anxiety-producing skill in foreign language learning for language learners (Horwitz, Horwitz and Cope, 1986; Young, 1990; Koch and Terrell, 1991; VonWörde, 2003; Miccoli, 2003; Hurd, 2007; Aragão, 2011) and students often feel afraid to speak in the foreign language class.

Accordingly, a number of studies focused on the relationship between foreign language anxiety and oral performance, and found a negative correlation between anxiety and foreign language performance (Horwitz, 1986, 2001; Kim, 1998; MacIntyre and Gardner, 1991; Philips, 1992; Aida, 1994; Saito and Samimy, 1996; Zhang, 2004; Woodrow, 2006; Sparks and Ganschow, 2007; Liu and Jackson, 2008; Hewitt and Stephenson, 2012; Tran, Baldauf . Jr and Moni, 2013). However, some researchers suggest that there is positive or no relationship (Bartz, 1975; Backmann, 1976; Chastain, 1975). As speaking has been said to be the most anxiety-provoking component of language classroom, many studies were conducted on it and they indicated the relationship between speaking skill and anxiety (Lucas, 1984; Price, 1991; Philips, 1992; Woodrow, 2006).

Researchers examined the direction of this relationship. While Sparks, Ganschow, and Lavorsky (2000) claimed that language anxiety resulted from poor language learning, Horwitz, in her 2001 study, stated that anxiety was the cause of poor language learning in some individuals.

Although the relationship between anxiety and oral performance was proven and learners considered speaking as an anxiety-provoking activity, language learners state that they need to learn a foreign language to communicate with others. Accordingly, language teachers use speaking activities in their classrooms to serve their students' needs.

Young (1990) stated that communicative speaking activities cause a dilemma as the “activities that encourage creative and authentic oral communication may also tend to encourage student anxiety” (p.540).

At this point, teachers may use technology because according to some researchers, integrating computing technology with teaching practices has a great potential that may positively impact student learning (Sharp, 2004). Hiltz (1986) pointed to the importance of study on the better use of computer in educational settings. Many studies indicated the importance and effect of CMC in educational settings (Althaus, 1997; McComb, 1994; Campbell, 2004; Oblinger and Oblinger, 2005; Pinkman, 2005; Fitze, 2006; Wu, 2006; Mantore, Watts and Garcia-Carborell, 2007; Franco, 2008; Kol and Schcolnik, 2008; Turgut, 2009; Wang, 2009; Sevingil and Bayyurt, 2010; Miyazoe and Anderson, 2010).

Although popularity and importance of implementing technological developments, changes and applications in educational settings are increasing, it is still not very common to use web-technologies in teaching and learning contexts. One reason for this is teachers' being 'digital immigrants' (Prensky, 2001), in other words their lack of knowledge and practice in current technologies, in contrast to their 'digital native' students. (Oblinger and Oblinger, 2005; Warlick, 2005; Richardson, 2006; Losinski, 2007). Another reason is that despite being very familiar

with technology and social bookmarking sites, students are not familiar with or aware of using websites providing educational technologies for language learning.

About the use of the Internet for speaking skill, Chapelle and Jamieson (2008) stated that the Internet helps students feel more confident about speaking as the practice on the Net is away from the anxiety in classroom environment.

After the introduction of podcasts in 2005, educators realized the potential of podcasts for teaching and learning and started using them in educational contexts.

Podcasting is a new technology for broadcasting audio programs on the Internet (Selingo, 2006). Although audio programs were available on the Web before podcasts, subscription- through RSS (Really Simple Syndication)- to one's favorite podcasts and receiving alerts, and even downloading them automatically make podcasts unique (Sze, 2006).

Podcasts may be of two kinds. Students may use podcasts created by others or they can create their own podcasts. Radio podcasts are authentic podcasts created by others that students may benefit as a rich source of listening. They may be produced by teachers and/ or instructors to suit the needs of different learners (Sze, 2006). Podcasts have been used widely at university level to record lectures and putting them on the Net for the students who miss a class (Dudeney, G. and Hockly, 2007; Sorrentino, 2008), for the students who want to listen to a lesson again and re-check their notes, and for non-native students to re-listen to a lesson (Leach and Monahan, 2006; Read, 2005). Students may produce their own podcasts and according to Dudeney, G. and Hockly (2007). This is "more demanding, but ultimately perhaps more rewarding" (p. 99). Podcasts are believed to be very motivating (Leach and Monahan, 2006) as once they are published on the Web, anyone can access them and this means a real audience for students (Sze, 2006).



Researchers particularly point out the benefits of podcasts in language education especially in listening and speaking skills (Stanley, 2005; Hasan and Hoon, 2012).

For these two skills, language teaching and learning podcasts may be used for intensive and mostly for extensive listening and speaking (Sze, 2006). Possible uses of podcasts for listening may be providing learners exposure to native speakers' speech, providing extra listening inside and outside of the classroom (Stanley, 2006), supplementing the course book with authentic audio materials (Bongey, Cizadlo and Kalnbach, 2006), giving learners opportunities to listen to some guest lecturers, and teaching pronunciation (Ducate and Lomicka, 2009; Park, 2009; Knight, 2010). Possible uses of podcasts for speaking may be presentations, oral reports, storytelling, debates, radio drama, etc. (Richardson, 2006; Sze, 2006).

Sze (2006) stated that podcasts are beneficial for 'less confident students' as they "... may feel threatened when called upon to speak to an audience... these students will benefit from producing podcasts since it involves performing 'behind the scenes.' " (p.122).

In the educational context, the needs and interests of whose students were described above so far, teachers need to implement CMC into their classrooms where they try to serve their students' need of speaking in an anxiety-free atmosphere. This study focused on the use of podcasts as an asynchronous CMC tool for speaking skills in a high school EFL context.

### 1.1. Purpose of the Study and Hypotheses

This study was designed to address the direct effect of the podcasting on students' oral performance and speaking anxiety. For this purpose, three hypotheses were generated:

Hypothesis 1. Podcasting will improve students' oral performance.

Hypothesis 2. Podcasting will reduce students' speaking anxiety.

Hypothesis 3. There will be a relationship between students' oral performance and speaking anxiety

## 1.2. Research Questions

For the purpose of this study, the following four research questions were addressed:

1. Does the use of podcast result in a significant difference in oral performance of EFL students who create podcasts and those who do not create podcasts?

2- Does the use of podcast result in a significant difference in speaking anxiety of EFL students who create podcasts and those who do not create podcasts?

3- What is the relationship between speaking anxiety and oral performance?

4- What are ELT students' perceptions of using podcasts?

## 1.3. Significance of the Study

The importance and the necessity of integrating technology in language classrooms have been emphasized by researchers, and educators have been trying to enhance their classes with it. This study investigated the effect of asynchronous CMC in EFL context.

Despite the importance of computer-mediated communication around the world, technological implementations in Turkey, especially at high school level is a very new field and as a result very limited. This study investigated the use of an asynchronous CMC tool, podcast, in high school environment.

Language learners find speaking in the foreign language as the most anxiety producing experience (Young, 1990). Researchers have found out that speaking is

more anxiety provoking than other language skills (Horwitz, Horwitz and Cope, 1986; Koch and Terrell, 1991; VonWörde, 2003; Miccoli, 2003; Hurd, 2007; Aragão, 2011).

The research on language anxiety indicated that there is negative correlation between students' anxiety and foreign language performance (Young, 1990; Aida, 1994; Horwitz, 1986,2001; Kim, 1998; MacIntyre and Gardner, 1991; Saito and Samimy, 1996; Philips, 1992; Horwitz, 2001; Zhang, 2004; Woodrow, 2006; Sparks and Ganschow, 2007; Liu and Jackson, 2008; Hewitt and Stephenson, 2012; Tran, Baldauf . Jr and Moni, 2013). This study examined the relationship between anxiety and oral performance.

Use of podcasts has been increasing and researchers point out the benefits of podcasts in language education especially in listening and speaking skills. While there have been studies on using podcasts to teach and improve listening skills, studies on speaking are limited to improving pronunciation and radio drama. There haven't been studies on improving speaking performance and reducing speaking anxiety which is the aim of this study.

#### 1.4. Definition of Terms

Asynchronous CMC: "... wherein there is a, potentially significant, time delay between sending a message and it being read" (Romiszowski and Mason, 2004, p. 398)

CALL (Computer Assisted Language Learning): "The search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 4)

CMC (Computer Mediated Communication): "The process by which people create, and exchange, perceive information using networked telecommunications

systems that facilitate encoding, transmitting, and decoding messages” (December, 1996)

Digital immigrants: “ Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology” (Prensky, 2001, p.1-2)

Digital native: “Our students today are all ‘native speakers’ of the digital language of computers, video games and the Internet.” (Prensky, 2001, p.1)

Net generation: Net generation members are ‘digital natives’ who “have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age.” (Prensky, 2001, p.1)

Podcast: “A podcast is an audio and/or video file that is ‘broadcast’ via the Internet and can be downloaded to a computer or mobile device such as an MP3 player for listening/ viewing. The word comes from combining iPod and broadcast” (Dudeney, G. and Hockly, 2007, p.86)

### 1.5. Organization of the Study

The first chapter of this study introduced CMC in foreign language environments and one specific asynchronous CMC tool, i.e. podcasts and two language research topics, speaking anxiety and oral performance. The second chapter was the literature review covering the theory of CALL, CMC, podcast, and their effect on language learning and teaching, studies on language anxiety and oral performance. Chapter three detailed the methodology chosen in the study, data collection instruments, pre- and post- data collection procedures, and podcasting procedure. Chapter four consisted of data analysis and research findings. Chapter

five is the conclusion of the research referring to the research questions, recommendations and implications for Turkish EFL environments.

## CHAPTER II

### REVIEW OF LITERATURE

Since the 1960s, with its use in interpersonal communication (Kern, Ware, Warschauer, 2008), computer and technology have been playing an increasingly important role in our lives. Their use in educational fields is supported by a growing number of researches. Inevitably, educators have always found and used many ways to implement them in teaching environments.

In language teaching, after the 1990s, the question of whether to use computer changed to how to use computers effectively (Chapelle, 2001). According to Chapelle (2001), today, language is so tied to technology that the people interested in language teaching and learning need to understand and engage in technology mediated tasks.

#### 2.1. Computer Assisted Language Learning (CALL)

With the focus on the use of technology in language teaching and learning, the term and field of Computer Assisted Language Learning (CALL) were introduced. CALL is "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p.1).

According to Jeon-Ellis, Debski and Wigglesworth (2005) the foremost goal of CALL is to create an environment in which students interact in communicative situations and engage in linguistic interactions.

CALL projects were shaped in parallel with not only educational perspectives but also the computer hardware and software which were actually developed for other purposes than language teaching (Saettler, 1990).

The development of CALL could be examined as follows.

### 2.1.1. Early CALL

In the 1950s and 1960s, CALL projects were carried on by mainly individuals who had access to the computers and who were interested in the field.

In the 1960s, CALL projects were based in the courseware which was a computer based language learning program. Learners who had access to the mainframe computers which were connected to the terminals of the campus could use the courseware (Chapelle, 2001).

### 2.1.2. Behaviorist CALL

In the 1970s individual language teachers around the world were eager to explore the prospects CALL offered (Atkinson, 1972; Last, 1979).

The CALL in the 1970s and 1980s was named behaviorist CALL as CALL at that time was based on then-dominant behaviorist theories of learning. In behaviorism, learning is based on the notions of stimuli and response, and language learning is the formation of habits (Skinner, 1957). In this view, language learners are exposed to numerous stimuli and their response is reinforced if the desired outcome is obtained. Producing the desired outcome for the stimuli and being reinforced, learners develop a habit. That's why Audio-Lingual Method, the pedagogical perspective of which was based on the theory of behaviorism (Kern and Warschauer, 2000), consists of drills and practice (Larsen-Freeman, 2000). Thus, CALL of that time provided drills, practice and corrective feedback (Kern and Warschauer, 2000). For the drills and practice courseware, computer was used "as tutor" (Taylor, 1980). That means computer served as a vehicle for providing instructional material to the learner (Kern and Warschauer, 2000).

According to Chapelle (2001), the great impact on CALL was thanks to the US government's project which aimed to investigate whether computer assisted

instruction would be effective and accessible for teachers and learners. For this aim US government assigned two private companies to work in computer assisted instruction. Those companies, accompanied by two other institutions, created two programs, PLATO and TICCIT. They provided a large number of courseware for various languages and contributed to the development of CALL, which consists of drills and brief grammar explanations.

CALL in the 1970s and 1980s was seen as a supplement rather than a replacement for the instruction.

In early the 1980s, computers became widely available so users didn't need to attach to a mainframe computer. As a result, individual users and teachers started using them for their own situations and tested the potentiality of CALL.

### 2.1.3. Communicative CALL

Researchers working in communicative approach suggested that language teaching and CALL shouldn't only include and focus on drills and practice programs. Underwood (1984, p.50) pointed that

“It is important to stress here that this negative view (of computers as useful only for explicit learning through drills and tutorials) by no means reflects limitations in computers themselves, but rather limitations in the programs being written ... Although much of the literature is devoted to arguing that the computer cannot do this or cannot do that, what is meant is that no one is doing it.”

Underwood (1984) intended to create an environment suitable for acquisition and referred to developing Communicative CALL with 13 premises, some of which are not judging everything students produce, encouraging students to generate original utterances rather than just manipulating language, using the language exclusively and naturally, teaching grammar implicitly rather than explicitly.



During this period of CALL, various kinds of CALL programs were developed and used. Some of them used the ‘computer as tutor’ (Taylor and Perez, 1989) model. However, that was different from how Behaviorist CALL used it as here students’ choice, control and interaction were involved unlike ‘computer as tutor’ model in Behaviorist CALL.

Another Communicative CALL model, the purpose of which was to stimulate students’ discussion, writing, and critical thinking, was called ‘computer as stimulus’. In addition, “computer as tool” (Taylor, 1980) was another CALL model. The aim of this kind of programs was to empower the learner understand or use the language.

#### 2.1.4. Integrative CALL

However, a number of educators were not satisfied any more with the ways and tools Behaviorist and Communicative CALL provided (Warschauer, 1996). Consequently, they sought ways to teach in a more integrative way, like task and project-based approaches (Warschauer, 1996). Integrative CALL provides opportunities to do that using two technological developments: Multimedia computer and the Internet.

Multimedia technology provides learners a number of media, like sound, video, text, and graphics on a single tool. Another feature of multimedia is hypermedia, through which skills could be integrated easily and naturally in a more authentic learning environment. It also gives learners opportunity to progress on their own speed, going back or forwards to some parts, and omitting some other parts (Warschauer, 1996; Hanrahan, 2005; Sagarra and Zapata, 2008).

The other technological development used by Integrative CALL to create an integrative model of teaching and learning is the Internet. Through it, learners can

communicate with each other in and out of the classroom environment at the same time (synchronously) or with time-delay (asynchronously); search almost unlimited sources to find information and authentic materials they are looking for. The use of the Internet will be discussed in details later in this chapter.

Since 1980s, a huge number of studies have been conducted to introduce, explore, support and provide ideas on the use of computers in the field of foreign language teaching (Hardisty and Windeatt, 1989). In some of these studies teachers were encouraged to use computers in their teaching (Gooden, 1996; Tsou, Wang and Li, 2002; Chambers and Bax, 2006; Axtell, 2007; Sagarra and Zapata, 2008; AbuSeileek, 2012; Hirschel and Fritz, 2013).

## 2.2. Net Generation

After the Internet has become a part of our lives, the studies began to focus on implementing Internet-based language practices into teaching environments (Clarke, 2000; Griffin, 2006). Parallel to the important role of the Internet in people's lives, researchers started studying on the Internet and its effects on learners. With these studies we were introduced with the terms Net generation, digital natives and digital immigrants.

Net generation members are 'digital natives' who "have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age." (Prensky, 2001, p.1).

Prensky (2001, p.1-2) defined digital natives as the " 'native speakers' of the digital language of computers, video games and the Internet" and digital immigrants as " those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new

technology”. In educational context, learners are digital natives who came to school with previous experience of using technological devices and they are acquainted to using the Internet.

Digital native learners use Internet tools like e-mails, blogs, social networking and bookmarking in their everyday lives.

Although students use and communicate through online interaction tools such as e-mails, blogs, social networking and bookmarking; they may not know how to use them in educational field (McNeely, 2005). This is because these are new concepts in education and their digital immigrant teachers are not familiar with those technologies (Oblinger and Oblinger, 2005; Losinski, 2007).

The lack of knowledge and expertise created a gap between current teaching practices and digital native learners (Prensky, 2001). In order to fill in this gap, digital immigrant teachers need to build a bridge between themselves and their students; and to build this bridge, they need to implement the technologies students are acquainted with. Those technologies were explored in the studies carried in the language teaching field. In the light of these studies emphasizing the digital world today’s learners are living in, teachers need to keep themselves up to date following the changes in the technology through which students communicate with the world around them.

## 2.3. Computer Mediated Communication (CMC)

### 2.3.1. Definition and Use

Using Computer Mediated Communication (CMC), a network-based technology which has gained importance with the technological implementations in the language classrooms, teachers can provide a network environment in which students can communicate in and out of classroom. In recent years, there have been

many studies recognizing the importance of computer-based interaction and communication (Beauvois, 1998; Blake, 2000; Lee, 2004; Matsumura, 2004; Sevingil and Bayyurt, 2010; Lee, 2011, Miyazoe and Anderson, 2010; Abuseileek, 2012; Abuseileek and Qutawneh, 2013).

In order to understand the nature of CMC, the conceptual framework behind it, which starts with Krashen's Input Hypothesis and goes on till the sociocultural learning theory must be explored. In his 1982 book, Krashen separates conscious 'learning' and unconscious 'acquisition' and states that acquisition is more effective. According to him, the amount of comprehensible input one receives is what makes second language development possible.

Long (1983), in his Interaction Theory, supported Krashen and claimed that native to non-native speaker interaction is more useful for foreign language learning than native to native conversations as learners use more conversational tactics, such as repeating, conformation checks, and comprehension checks in native to non-native interaction. This provides learners opportunity to try to understand the meaning at the maximum level through negotiation. Swain (1995), on the other hand, stated that learners not only need to receive input but also modify their production to use the language successfully by collaborating within a social environment.

Underwood (1884) stated that computers are not only useful for learning through drills and argued developing Communicative CALL. In his approach, learners' input to the computer is recognized, through the artificial language techniques, and responses are generated by the computer in order to provide meaningful conversations and contexts for the learner to acquire the language.

Vygotsky (1962) stressed the importance of collaborative learning which makes students advance through their proximal development which refers to the

distance between what learners could accomplish by themselves and what they could accomplish collaborating with others who are more experienced.

It can be concluded that learners gain the experience necessary for their individual cognitive development through social interaction, and as a result the discourse occurs in the collaborative environment explains the quality of the learning activity (Warschauer, 1997).

### 2.3.2. CMC's Promoting Collaborative Learning

When promoting collaborative learning in the language classroom, CMC –as a powerful tool of human interaction- provides teachers opportunities to create an environment in which students can study collaboratively and construct knowledge (Beauvois, 1997; Warschauer, 1997, Abrams, 2008).

CMC's potential to promote collaborative language learning could be examined by looking at the features of CMC that differentiate it from other communication tools. Warschauer (1997, p.470) lists these features as following: “text-based and computer mediated interaction, many-to-many communication, time and place independence, long distance exchanges, and hypermedia links”.

Text-based and computer mediated interaction in CMC could be easily transmitted, stored, reevaluated, archived, edited, and rewritten, which provides learners the opportunity to focus their attention on interaction. Compared to one-to-one communication in the classroom, text-based communication over computer has more advantages as it is slower and allows the learner to comprehend, reflect, and produce. (Beauvois, 1997; Warschauer, 1997; Hanrahan, 2005; Sagarra and Zapata, 2008)

Studies proved that CMC creates a more equal participation than face-to-face discussion with its two features (Sproull and Kiesler, 1991; Kern, 1995; Sullivan and

Pratt, 1996). One of these features is that CMC creates opportunity for students to construct knowledge together. The other feature is its social dynamics, which differ from face-to-face conversation in turn-taking, interruption, balance, equality, consensus and decision making (Warschauer, 1997; Abrams, 2003; Lee, 2011; AbeSeileek, 2012). The reason for this is that CMC's being time and place-independent allows learners communicate at any time. Thus, learners can analyze the language they received better as it is not synchronous, and they can communicate with others outside the classroom.

Long distance feature of CMC makes long distance exchanges between group of learners easier, faster, and less expensive. The last feature mentioned above was that CMC promotes learners' creating their own publications and productions through hypermedia links (Warschauer, 1997).

### 2.3.3. CMC and Anxiety

CMC has been believed to create a low stress and anxiety environment (Warschauer, 1996). It is also indicated that during CMC sessions, learners face little to no stress or anxiety (Warschauer, 1996; Beauvois, 1998). For Bradley and Lomicka (2000), the reason behind it is that within the environment created by CMC, computer is "a shield from being on-stage" (p.362). According to Warschauer, Turbee and Roberts (1996), computer makes it possible by reducing paralinguistic (e.g. frowning) and social clues (e.g. gender, age, etc.). Another feature of CMC (mostly for asynchronous CMC) which makes it reduce anxiety is that it provides learners an environment in which they can study at their own pace so they can plan and manage their learning (Arnold, 2007).

#### 2.3.4. Types of CMC

As stated by researchers, within the networked environment provided by CMC, learners can communicate with others in and out of classroom environment, i.e. synchronous and asynchronous CMC (Muray, 2000; Abrams, 2003, 2008; Miyazoe and Anderson, 2010; Sevingil and Bayyurt, 2010; Lee, 2011; AbuSeileek, 2012). Synchronous CMC has been used to promote cultural learning, increase language productivity, and improve students' written expression. It has also been used to promote communicative abilities, reading skills, motivate students to produce more complex output, improve students' writing and speaking skills (Arnold, 2007, Abrams, 2008). Synchronous CMC used in educational contexts are usually chat rooms or similar discussion environments, like MOOs (Multiuser Object Oriented Environments). These tools give learners opportunity to interact with other people simultaneously. The advantages of this real-time interaction are providing students rapid interaction, allowing them pause and pay more attention, improving their expressiveness compared to ordinary form of interaction (Warschauer, 1997).

Asynchronous CMC have been used to promote cultural learning, increase language productivity, and improve students' written expression (Lightfoot, 2006; Arnold, 2007; Sevingil and Bayyurt, 2010). Asynchronous CMC tools may be in the form of e-mails, discussion lists, blogs, wikis, and podcasts. E-mails could be used for communication between students- students, student(s)- teacher as well as communicating with other language learners and speakers of the target language. Discussion boards are interactive message boards on the Net that users can read or post messages or notices about their personal interest. Blogs have been a popular CMC tool recently. Users, individual or multiple- i.e. group blogs-, write and comment on topics they are interested. Blogs may give the blogger- in this context

the language learner- the feeling that they are writing for a number of readers. As a result, this may motivate students to be more careful about the content and the structure of what they write (Godwin-Jones, 2003; Lightfoot, 2006). Another form of asynchronous CMC tool is Wikis. Users can edit any page which are linked to each other and other sources on the Net. Podcasts are another form of asynchronous CMC tools. They will be examined in details below, as the CMC tool investigated in this study is podcasts.

## 2.4. Podcasting

### 2.4.1. Definition

Podcasting is a technology for broadcasting audio programs on the Internet (Selingo, 2006). The word derived from the word iPod, i.e. the brand name for the Apple portable MP3 player, and broadcast.

Although there were other audio programs on the Net before podcasts, podcasting is different from them with its Really Simple Syndication (RSS) feed. Through RSS, after users subscribe to a podcast, podcasts are automatically delivered to their computer and they are downloaded by the podcatching program on the computer.

It was not long after podcasts started being used that educators and researchers realized its potential use in language learning and teaching (Adams, 2006). The researchers stated that there are many possible uses of podcasts in language teaching field.

Thorne and Payne (2005) stated that podcasting not only distributes audio, but also promotes integration of in- and out-of-class activities and materials.



### 2.4.2. Types and Uses

Stanley (2005) defines several types of podcasts. Authentic podcasts are not produced for ELT learners. They are speeches made by native speakers on any subject and they can be used as a rich source of listening. Radio podcasts of BBC are examples for authentic podcasts.

Teacher / instructor podcasts are produced by teachers or instructors for the needs of their students (Sze, 2006). Teachers/ instructors may record their classes and give students a chance to listen to the lesson again to check their understanding and for non-native students to re-listen to the class without any distractions that may occur in the classroom (Leach and Monahan, 2006; Walls et al, 2010).

Teacher podcasts are mostly used at university level to record lectures and put them on the Net for the students who missed a class (Dudenev, G. and Hockly, 2007). They are in the form of a delivery of recorded lectures and speeches (Sloan, 2005; O'Bryan and Hegelheimer, 2007; Sorrentino, 2008; Walls, Kucsera, Walker, Acee, McVaugh, and Robinson, 2010). According to Sze (2006) this type of podcasts have great potential for language teaching as they may be 'tailor made to suit the needs of different learners' (p.117).

Student podcasts, the third type of podcasts, are produced by students. Sze (2006) mentioned various benefits of student podcasts, which are listed as follows. Podcasts are motivating because once they are on the Net, anyone can reach them so this gives the users the feeling that they have real audience. This also makes students pay attention to accuracy. Podcasts provide perfection through practice and rehearsal; they are suitable for mixed ability teaching because students may be assigned according to their ability; they are suitable for large-class teaching as their podcasts may be listened by the teacher or other students after the class time.

Podcasting is also beneficial for less confident students because it reduces the anxiety brought about by real-time interaction (Gardner, Day and MacIntyre, 1992) as “it involves performing ‘behind the scene’ ”(Sze, 2006, p.122). Another important point is that although they are more demanding as students create them, they are more rewarding for the learners (Dudeney and Hockley, 2007).

Researchers point out possible uses of podcasts in language learning and teaching (Stanley, 2005; O’Byrne and Hegelheimer, 2007; Lord, 2008; Ducate and Lomicka, 2009; Knight, 2010; Kim and King, 2011; Hasan and Hoon, 2012). Stanley (2005) stated that podcasts are especially beneficial in listening and speaking. The podcasts for listening and speaking skills may be used as intensive or mostly extensive activities (Pun, 2006). As for listening, podcasts may serve as a rich source of native speakers’ speech (Chan and Lee, 2005; Thorne and Payne, 2005; Stanley, 2005; Hasan and Hoon, 2012), as supplementary listening materials inside and outside of the classroom, as an opportunity to listen to guest lecturers, and as a source for teaching pronunciation (Park, 2009; Ducate and Lomicka, 2009; Knight, 2010).

Park (2009) also stated that podcasts may serve as a source for listening by providing isolated solo practice on sounds, stresses and intonation patterns. In their project, Personalidades, Bird-Soto and Rengel (2009) used podcasts for intermediate to advanced learners of Spanish. They integrated podcasts into their course curriculum to give the students opportunities to improve their listening and speaking.

For speaking skills, podcasts may be used in the form of storytelling, debates, oral book reports, expressing ideas on a topic, picture description, role play, radio drama, etc. (Richardson, 2006; Sze, 2006). Fox (2008) added that podcasts can also be used to teach speaking strategies and pronunciation.

Some researchers stated that podcasts may also be used to develop vocabulary (Putman and Kingsley, 2012) and grammar (Istanto, 2011).

The ideas of learners whose language classes were integrated with podcasts in Bird-Soto and Rengel (2009) and Ducate and Lomicka (2009)'s studies supported the use and importance of podcasting. Learners believed that podcasting improved their listening skills, provided them exposure to different accents, and gave them opportunities to explore the languages they were learning.

Studies investigating students' perceptions of podcasting revealed that students had positive attitudes towards the use of podcasts. In Chan, Chen and Döpel's 2011 study, EFL learners had positive attitudes towards podcasts and they were interested in future podcast-based learning. The learners, who had positive attitudes towards podcasting, in Lord's 2008 study stated that they enjoyed podcasting and were interested in listening to them in and out of the classroom. In Hasan and Hoon's 2012 study, students had positive attitudes towards the use of podcasts in developing listening skills. They stated that podcasts helped them develop their listening skills and thinking skills; provided them more flexibility; and made the lessons interesting and enjoyable.

In this study, the use of podcasts is explored along with two other important issues in language learning and teaching: oral language performance and foreign language speaking anxiety.

## 2.5. Language Anxiety and Oral Performance

Foreign language anxiety has been the focus of increasing research in the last few decades. Research has been investigating types and components of foreign language anxiety; causes and results of it; and its relationship with four language skills. Studying the relationship between anxiety and students' oral performance in

this study, the concepts related to anxiety must be examined first. “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p.1). Undoubtedly, it influences language learning as well as many other types of learning. As a result of this, it has been investigated in several studies in which various types of it were defined. The first of these- trait anxiety is a stable personal trait whereas the second type- state anxiety is a temporary condition experienced at a particular moment (Woodrow, 2006). The third type of anxiety is situation specific anxiety, which refers to the trait occurring repeatedly in specific situations. According to Horwitz (2001) and MacIntyre and Gardner (1991), language learning is a situation specific anxiety as the anxiety occurs in specific, temporary situation, that is in classrooms, and fades when the trait disappears.

#### 2.5.1. Foreign Language Anxiety

Horwitz, Horwitz and Cope (1986), defined foreign language anxiety as “ a distinct complex of self-perceptions, beliefs, feeling and behaviors related to classroom learning arising from the uniqueness of the language learning process.” (p.128). Horwitz et al. (1986) states that foreign language anxiety consists of three components: communication apprehension, test anxiety, and fear of negative evaluation.

Communication apprehension refers to the fear or anxiety resulted from communication with other people. Having difficulties speaking with others in pairs or groups, receiver anxiety, stage fright are examples of communication apprehension. Test anxiety is related to feeling performance anxiety as a result of fear of failure when being evaluated. Fear of evaluation is feeling anxious about others’ evaluations and avoiding such situations. Fear of evaluation may occur in any

social evaluative situation so it's not limited to the academic environment evaluating students' success unlike testing anxiety (Horwitz et al., 1986).

Communication apprehension is sometimes considered as the same as or very similar to language anxiety as both concepts are closely related (MacIntyre, Baker, Clément, and Donovan, 2002). However, Horwitz et al. (1986) considered it as a component of foreign language anxiety, as mentioned above.

Communication apprehension has been proved to be an important component of foreign language anxiety (Aida, 1994) because learners consider speaking as a great source of anxiety (Horwitz and Cope, 1986; Phillips, 1989; Young 1990; Young 1991; Koch and Terrell, 1991; Ellis, 1994; VonWörde, 2003; Miccoli, 2003; Hurd, 2007; Aragão, 2011). According to MacIntyre (1999, p.3), it is even 'the single most important source of language anxiety'.

Research revealed that some students feel uncomfortable when speaking in presence of a listener in the classroom. They feel worried about making mistakes, criticism, and negative evaluation. This increases pressure when learners are in foreign language environment and when they are involved in a speaking task. This led the research focus on speaking.

#### 2.5.2. Relationship Between Anxiety and Performance

Foreign language anxiety and speaking have been an important issue to be examined in applied linguistics. Many studies investigated the effects of foreign language anxiety on language achievement and performance (Aida, 1994; Saito and Samimy, 1996).

Most of the studies found a negative relationship between language anxiety and language achievement and performance (Horwitz, 1986, 2001; MacIntyre and Gardner, 1991; Phillips, 1992; Aida, 1994; Saito and Samimy, 1996; Kim, 1998;

Yamashiro and McLaughlin, 2001; Kondo and Yang, 2003; Zhang, 2004; Woodrow, 2006; Sparks and Ganschow, 2007; Liu and Jackson, 2008; Hewitt and Stephenson, 2012; Tran, Baldauf . Jr and Moni, 2013), which will be discussed later here.

However, at the beginning of the period when studies started reporting on that matter, some studies found no relationship or positive relationship between them (Bartz, 1975; Chastain, 1975). According to Scovel (1978), the reason for this is the conflict in defining anxiety, using different measures, and not stating what component of anxiety was examined. Since Scovel's suggestion, researchers have been more careful to state what type of anxiety they were measuring (Horwitz, 2001).

Horwitz et al. (1986) added to this suggestion and stated that adult language learners face the challenges of foreign language learning which they don't in their native languages. This results in their feeling self-concept problems and fears or panic. In their 1986 study, Horwitz et al. created a questionnaire, Foreign Language Classroom Anxiety Scale, FLCAS, to reveal the reasons for learners' having foreign language anxiety. Many studies (Phillips, 1992; Aida, 1994; Saito and Samimy, 1996; Kim, 1998; Spitali, 2000; Rodríguez and Abreu, 2003; Hewitt and Stephenson, 2012) investigating the relationship between language anxiety and language achievement /performance used it as a measure of foreign language anxiety.

As mentioned above, many of the studies which examined the relationship between foreign language anxiety and language achievement found a negative correlation between them. Horwitz (1986) examined the relationship between foreign language anxiety- measured with FLCAS- and the grades the students expected and

received. The results showed negative correlation, which means the students with high anxiety levels expected and received lower grades than the other students. Phillips (1992) found a significant negative correlation between FLCAS scores and the grades the students received in the oral interview examination. Cheng, Horwitz, and Schallert (1999) also examined the relationship between the FLCAS and the students' speaking course grades, and found a negative correlation. Gardner and MacIntyre (1993) examined the relationship using various measures of classroom anxiety and language use anxiety. They found significant negative correlations between students' anxiety and several language use measures, such as a composition and a cloze test. Their study also revealed the relationship between students' self-evaluating their performance and their actual performance grades. Aida (1994) found a significant negative correlation between anxiety- using FLCAS scores- and final grades of American students who were learning Japanese. Saito and Samimy (1996) replicated Aida's (1994) work and found a negative correlation, too.

Kim (1998) found a significant negative correlation between students' FLCAS scores and their final grades. The results also revealed that the anxiety level of the students were higher in conversation classes than those in traditional reading classes.

Spitalli (2000) examined the relationship between foreign language anxiety- measured with FLCAS- and attitudes of learners from different cultures in American society. The results of the study indicated a negative relationship between two.

Yamashiro and McLaughlin (2001), who worked with Japanese junior college and university students, found that higher level of anxiety indicated lower levels of proficiency. Kondo and Yang (2003) found that classroom anxiety was associated with not only proficiency but also speaking activities and negative evaluation by

classmates. Woodrow (2006) examined the relationship between students' second language speaking anxiety and their oral performance, and found a negative relationship between two.

In their 1991 study, Sparks and Ganchow found that less anxious language learners perform significantly better on oral and written language measures.

Hewitt and Stephenson (2012) replicated Phillips's study which was carried out in 1992. Besides some differences, their results were mainly supported those of Phillips's. They found a negative correlation between language anxiety and oral accomplishment, as did Phillips.

Although most of the studies examined the relationship between foreign language anxiety and speaking due to the fact that speaking is considered to be the most anxiety provoking language skill (Horwitz et al., 1986; Price, 1991, Phillips, 1992; Woodrow, 2006), there are some other studies investigating the relationship between foreign language anxiety and other language skills (Horwitz, 2001). For example, Cheng, Horwitz and Schallert (1999) studied the relationship between anxiety and writing; Kim (2000) studied on listening; and Saito, Horwitz and Garza (1999) focused on the relationship between anxiety and reading. These studies won't be analyzed here, as the focus of this study is the relationship between foreign language anxiety and oral performance.

### 2.5.3. Anxiety Provoking Tasks and the Ways to Overcome Anxiety

Having examined and proved the relationship between foreign language anxiety and oral performance, researchers focused on investigating the types of oral tasks and situations provoking anxiety and the ways to overcome anxiety.

Some of the studies which were conducted to investigate the types of anxiety provoking oral tasks revealed that students felt more comfortable when they were



involved in small groups or pairs rather than in front of the other students in the class (Young, 1990; Koch and Terrell, 1991).

Studies also indicated that the classroom environment is an important factor making students anxious and increase or minimize the anxiety. Students participated in the studies stated that teacher's attitude towards the students and the support teacher provided students affected the classroom environment and anxiety (Palacios, 1998). Bailey (1983), for instance, found that competitiveness may cause anxiety when students compare themselves with the others around them. In Turkish context, Aydin (1999) found that anxiety resulted from personal concerns like negative self-assessment or high personal expectation. The study also indicated that students found teacher's attitude as a factor causing anxiety.

As for the teacher's attitude, studies also showed that students found teacher's calling on individual students and teaching language as a memorization task anxiety-provoking (Donley, 1997).

Jen (2003) found that personality factors, fear of negative evaluation, low English proficiency, pressure from the teacher and tests, lack of preparation, and parental pressure were common causes of foreign language anxiety. According to Chan and Wu's study (2004), main reasons for foreign language anxiety were fear of negative evaluation, low language proficiency, competitive games, anxious personality, pressure from parents and one's own self.

Hurd (2007) found that anxiety related problems focused mainly on speaking, especially when students were called on to speak in front of others, and when they have the fear of not being understood. Miccoli (2007) stated that students feel anxious on speaking, thus, avoid speaking because of the fear of criticism. Aragão (2011) studied foreign language learners' beliefs and found that students feel anxious

about speaking as they feel embarrassed when speaking in class, and this may be due to the belief that a classmate may criticize or laugh at them.

Overcoming the foreign language anxiety will also help overcome the dilemma Young (1990) referred. Learners are interested in developing their capacity to communicate verbally in the target language (Lindenau, 1987) and express that they need a foreign language to communicate with others. On the other hand, they state that speaking is an anxiety-provoking and stressful activity in and out of classroom environment. In order to serve for students' needs and because of the increasing trend of improving students' oral proficiency, teachers try to find ways to get students speak and help them be able to communicate using the target language. According to Young (1990), "activities that encourage creative and authentic oral communication may also tend to encourage student anxiety" (p.540) and this causes a dilemma for the learning and teaching environment. Another important point here is what Arnold (2007) mentioned. Typically anxious students try to avoid doing what causes anxiety and students suffering from communication apprehension will be less eager to communicate using the foreign language they are learning. This also creates a dilemma that students feeling anxious about speaking will avoid speaking, and this will cause them produce not enough output which was believed to be necessary for learning (Krashen, 1982). Therefore, overcoming the foreign language speaking anxiety will create the ideal learning atmosphere students need to succeed.

For the fact that helping students overcome foreign language speaking anxiety and minimizing the anxiety in the classroom have been one of the important issues language teachers are concerned about, many studies have focused on the ways to create the ideal anxiety-free or at least low anxiety environment for foreign language learners (Young, 1990; Arnold, 2007). According to Arnold (2007), CMC

has been a promising tool to reduce foreign language anxiety and communication apprehension by the totally different form of interaction it provides. It won't be discussed here how CMC creates that different form of interaction as it was investigated earlier in this chapter.

The present study investigated the relationship between foreign language anxiety and oral performance; the reasons for the students' feeling anxious; the tasks they found anxiety-free and helpful to improve their oral performance; and tried to overcome the anxiety using an asynchronous CMC tool and as a result, improve their oral performance if there was a relationship between their anxiety and performance.

## CHAPTER III

### METHODOLOGY

This chapter explains the methodology and the procedures in the present study that aimed at investigating the direct effect of the podcasting on students' oral performance and speaking anxiety. For the purpose of the study, the following three research questions were addressed:

1. Does the use of podcast result in a significant difference in oral performance of EFL students who create podcasts and those who do not create podcasts?

2- Does the use of podcast result in a significant difference in speaking anxiety of EFL students who create podcasts and those who do not create podcasts?

3- What is the relationship between speaking anxiety and oral performance?

4- What are ELT students' perceptions of using podcasts?

Mixed methods data collection was used for triangulation purposes to investigate the research questions. According to Kelle (2001) triangulation is used for three purposes: a) to achieve mutual validation of different methods that are applied, b) to gain a more complete picture of a certain phenomenon and c) to bring together quantitative and qualitative methods. In the present study, as quantitative data collection tools, anxiety questionnaire and speaking proficiency test; and as a qualitative data collection tool, interviews were used. They were described in detail below.

#### 3.1. Setting

The study took place in an Anatolian High School in İstanbul, Turkey at the level of ninth grade classes. Ninth grade classes are the first year of high schools. Students in Turkey have to take a national exam to study in an Anatolian High

School. The students who do well in the exam can register for an Anatolian High School according to their exam results.

Students in the ninth grade have six hours of English classes a week. The English language level of the students in the subject school is usually at elementary level. As a result of this, a course book at elementary level is followed in English language classes. The focus of the lesson needs to be equal on all four skills as required by the Ministry of Education.

### 3.2. Participants

The study started with all of the students in two 9<sup>th</sup> grade classes- 56 students- all of whom participated in the pre- anxiety questionnaire. The study continued with a total of 30 students who got the highest levels of all the students in the pre-anxiety questionnaire. 15 students from one class were chosen for the experimental group and 15 students were chosen from the other class for the control group.

### 3.3. The Research Design

This study was conducted in the first term of 2010-2011 academic year between October, 2010 and January, 2011.

The study had a quasi-experimental research design. There were two groups in the study: the control and the experimental group. The control group followed the course book and as for the speaking practice, they did the speaking activities in the course book while the experimental group created podcasts in addition to following the course book and doing the exercises there.

The first research question was investigated through a pre- and post-speaking proficiency exam. The second question was investigated through a pre- and post-foreign language class anxiety questionnaire and pre- and post- interviews. As for the investigation of the third research question, oral performance post-test and anxiety

post test were used. The fourth research question was investigated through interviews.

### 3.4. Data Collection

The data came from 1) pre- and post- Foreign Language Class Anxiety Questionnaire to investigate students' level of anxiety 2) pre- and post- Speaking Proficiency Exam 3) pre- and post- interviews about speaking anxiety and oral performance 4) 3 interviews about podcasting throughout the procedure.

#### 3.4.1. Foreign Language Class Anxiety Questionnaire

The questionnaire was adapted from Young (1990) (Appendix 1). The original questionnaire asked students to agree or disagree with 24 items related to general foreign language class anxiety and in-class activities. In this study, the choices of agree and disagree were converted to 5-likert scale as Likert type scales are typically used in instruments to measure foreign language anxiety (Woodrow, 2006).

The questionnaire was used both at the beginning and the end of the study. At the beginning of the study, all of the students in both classes were given the questionnaire. As only 30 of these students chosen for the rest of study, only those students were given the questionnaire at the end of the study.

##### 3.4.1.1. Pilot study

The items of the questionnaire were translated into Turkish in order to prevent possible misunderstandings as the English language level of the students in the study was assumed to be at elementary level (Appendix 2 for Turkish version). The questionnaire in Turkish language was piloted in Yeditepe University ( $r = .81$ ).

### 3.4.2. TSE (Test of Spoken English)

TSE, Test of Spoken English, is a test to measure the ability of nonnative speakers of English to communicate orally. “The TSE test yields a single holistic score of communicative language ability reported on a scale of 20 to 60” (p.13).

A sample TSE test (2001) (Appendix 3) was used in this study to evaluate students’ oral performances. The original test covers the functions given below:

1. Studying a map and answering some questions about it,
2. Looking at a sequence of pictures and telling the story that the pictures show,
3. Discussing topics of general interest,
4. Describing information presented in a simple graph,
5. Presenting information from information from a revised schedule. (p.10)

However, only the first two language functions were covered in the oral performance using the sample questions given in the sample test (p.34, 35) because in the present study the students’ level of English was assumed to be elementary.

The TSE test was used both at the beginning and the end of the study to evaluate the oral performances of the students who were chosen after the anxiety questionnaire.

Students’ oral performances were evaluated using ‘TSE Rating Scale’ (Appendix 4) and ‘TSE and Speak Band Descriptor Chart’ (Appendix 5) by two raters- the researcher of the present study and a colleague of hers.

### 3.4.3. Interviews

Interviews are essential method in qualitative research to collect precise, relevant, and meaningful information to draw theories and identify patterns (Yin, 2003). Interviews about speaking anxiety and oral performance in the present study

helped to identify and gain deeper understanding of how students felt and what they thought about those two concerns of this study. Interviews about speaking anxiety helped to validate the results of the Foreign Language Speaking Anxiety Questionnaire. Interviews about podcasting helped to identify the students' perceptions of podcasts; what advantages, benefits they had; what difficulties, challenges and limitations the students faced; thus construct an understanding of what made a podcast liked, preferred and benefitted by the students; whether there has been any changes in students' perceptions of podcasting.

Structured group interviews were used to investigate what students think about foreign language speaking anxiety, their oral performances, and using podcasts (Appendix 6). Interviews were used to a) triangulate the data gained from the *Foreign Language Class Anxiety Questionnaire* and to provide further insights into their perceptions about foreign language speaking anxiety and possible stressors; b) investigate how students evaluate their oral performances c) collect data about their perceptions of using podcasts.

Interviews to investigate what students thought about speaking anxiety and oral performance were conducted at the beginning and at the end of the study. At the beginning of the study, students were asked to evaluate their oral performances, and express what they thought affected it, what would improve it, whether speaking is an anxiety-provoking activity, if so what kind of in-class activities make them feel anxious, and stressed; and what the anxiety-free in-class activities are. In addition to these questions, in the post-interview, students were also asked to compare their oral performances at the beginning and the end of the term, and express what they thought affected it.



Interviews to investigate students' perceptions of using podcasts were used three times during the podcasting procedure. Students were asked to evaluate the use of podcasts: their effects on oral performance and speaking anxiety, the difficulties and challenges they faced while creating a podcast, the advantages and benefits of podcasts, and the topic of each podcast.

Interviews were audio recorded, transcribed and analyzed by two raters in order to prevent rater-bias. Content analysis was used to establish patterns in the data by grouping together closely related items.

### 3.5. Procedure

Students in two 9<sup>th</sup> grade classes were given the anxiety pre-test in October, 2010. Students for the control and experimental groups were chosen according to the results of the anxiety questionnaire. 15 students who got the highest anxiety levels in each class were chosen for the study groups. Those students were later given the oral performance pre-test and interviewed about what they thought about foreign language speaking anxiety and their oral performances.

Students in the experimental group were provided with guidance on the use of podcasts. In an introductory lesson in the computer lab in the school, the website which was used in this study, [www.podomatic.com](http://www.podomatic.com), was introduced to the students. The students created their personal accounts at Podomatic, they were shown how to create a podcast, and use the website to upload the media and publish a podcast.

Although websites allow users to record the audio online, for the present study students were made to record the audio using their personal devices, such as computers, MP3 players, or mobile phones. Students were allowed to rehearse their texts in order to help them feel confident, as suggested by Dudeney, G. and Hockly (2007), and improve their skills through repetition, as suggested by Sze (2006). They

were also allowed to use their notes while they were recording and re-record their podcasts until they are satisfied with the work they had done as it was important for them to be as accurate as possible (Dudeny, G. and Hockly, 2007).

During the first term (11 weeks) students followed the course book. The course book consists of 10 units all of which consist of 7 lessons. 5 units were covered in the first term. Every week students studied 2 or 3 of the lessons according to the syllabus. In addition to this, students in the experimental group created a podcast every week. The topic of the podcasts, which was on one of the speaking exercises in the course book, was determined and given by the instructor.

During the term, students in the experimental group were interviewed about the use of podcasts to identify their effects on anxiety and oral performance; advantages, benefits, difficulties, challenges, and limitations.

At the end of the term all students were given the anxiety post-test, oral performance post-test, and they were interviewed again. The anxiety levels of students were evaluated through the questionnaire to determine the changes, if any, in their anxiety levels. The TSE test was used to investigate the improvement, if any, in their oral performances. They were interviewed to see how they felt and what they thought about their speaking anxiety and oral performances.

### 3.6. Data Analysis

The first step of data analysis was to compute descriptive statistics for each group in the study. The frequency, the central tendency (mean, median and mode), and measures of variability (standard deviation, variance and range) were calculated.

The second step was to find out the results of the research questions.

*1- Does the use of podcast result in a significant difference in oral performance of EFL students who create podcasts and those who do not create podcasts?*

‘TSE Rating Scale’ and ‘TSE and Speak Band Descriptor Chart’ were used to evaluate students’ oral performances both at the beginning and end of the study. Independent sample T-test was used to determine if there was a difference between two groups.

*2- Does the use of podcast result in a significant difference in speaking anxiety of EFL students who create podcasts and those who do not create podcast?*

Statistics was used to calculate the mean levels of anxiety. Independent sample T-test was used to determine if there was a difference between two groups.

*3- What is the relationship between speaking anxiety and oral performance?*

Pearson's correlation was used to measure the degree and direction of linear relationship between the two independent variables, podcast use and non-podcast use, using the mean scores from oral performance post-test and anxiety post-test

*4- What are ELT students’ perceptions of using podcasts?*

Content analysis (Miles and Huberman, 1994) was used to establish the patterns in the interviews.

The table below shows the data collection and data analysis methods used for each research question.

Table 3.1. The Data Collection and Data Analysis Methods Used for Each Research Question

Research Question	Data collection Instrument	Data Analysis
Does the use of podcast result in a significant difference in oral performance of EFL students who create podcasts and those who do not create podcasts?	TSE test Interview	TSE rating scale TSE and Speak Band Descriptor Chart Independent samples T-Test Content analysis
Does the use of podcast result in a significant difference in speaking anxiety of EFL students who create podcasts and those who do not create podcasts?	Foreign language anxiety questionnaire Interview	Independent samples T-Test Content analysis
What is the relationship between speaking anxiety and oral performance?	Foreign language anxiety questionnaire TSE test Interview	Pearson's Correlation Content analysis
What are ELT students' perceptions of using podcasts?	Interview	Content analysis

## CHAPTER IV

### RESULTS

#### 4.1. Introduction

This study was designed to address the direct effect of podcasting on students' oral performance and speaking anxiety. For the purpose of the study, the following three research questions were addressed:

1. Does the use of podcast result in a significant difference in oral performance of EFL students who create podcasts and those who do not create podcasts?

2- Does the use of podcast result in a significant difference in speaking anxiety of EFL students who create podcasts and those who do not create podcasts?

3- What is the relationship between speaking anxiety and oral performance?

4- What are ELT students' perceptions of using podcasts?

This chapter presents the results of the data gathered through a) pre- and post- Foreign Language Class Anxiety Questionnaire to investigate students' level of anxiety b) pre- and post- Speaking Proficiency Exam c) pre- and post- interviews about speaking anxiety and oral performance d) 3 interviews during the podcasting procedure to gain further insight into students' perceptions about podcasting. In the following sections of this chapter, the results obtained from data analysis will be presented and discussed.

#### 4.2. Results related to Research Question 1

##### 4.2.1. Results of TSE Test

Oral performances of the students were evaluated through the TSE test, which reports scores on a scale of 20 to 60, both at the beginning and at the end of the study.

As seen from Table 4.1 and 4.2 below, at the beginning of the study, the mean score for the experimental group was 21,33; and for the control group it was 25,33. At the end of the study, the mean score was 34 for the experimental group whereas it was 27,33 for the control group. It may be concluded from the mean levels that the increase in the oral performance was considerably higher for the experimental group.

Table 4.1 Oral Performance Pre-Test

Groups	N	Mean	Std. Deviation
Control Group	15	25,33	8,716
Experimental Group	15	21,33	7,083

Table 4.2 Oral Performance Post-Test

Groups	N	Mean	Std. Deviation
Control Group	15	27,33	9,037
Experimental Group	15	34,00	6,036

#### 4.2.2. Results of t-Test

As stated in the data analysis section, Independent sample T-test was used to determine if there is a difference between two groups in terms of oral performance. The results showed that students who used podcasts had higher oral performance scores than the students who didn't use podcast. In other words, it seems that getting higher oral performance scores does depend on using podcasts or not.

Table 4.3 Oral Performance Independent Sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	2,554	,121	-2,376	28	,025	-6,667	2,806
Equal variances not assumed			-2,376	24,417	,026	-6,667	2,806

### 4.2.3. Results of the Interview on Oral Performance

#### 4.2.3.1. Results of the Pre-Interview on Oral Performance

As stated in the data collection procedure section, interviews were used along with the oral test to investigate how students evaluate their oral performances. The interviews were analyzed by two raters using content analysis.

At the beginning of the study, students were asked to evaluate their oral performances; express what they thought affected it and what would improve it.

Except for 2 students in the experimental group, who stated their oral performance was 'not very bad', the students in the experimental group evaluated their oral performances as 'bad' for some reasons. The most frequently stated reasons were not having enough vocabulary to express themselves, being bad at grammar, having difficulty expressing themselves in English and feeling stressed when speaking English. The other reasons they gave were being bad at pronunciation, and having difficulty making sentences.

In the control group, some students evaluated their oral performances with negative words. 1 student stated that his/her oral performance was 'awful', 3 students stated that it was 'bad' and 3 students said it was 'not good'. 3 students in the group stated that it was at a 'normal' level and 3 other students said they could express themselves using English. 2 students said that their oral performance was good.

When they were asked to express what they believed affected their oral performances, students in the experimental group listed the following factors: doing speaking exercises in the class, speaking English in the class, speaking English as much and often as possible, class atmosphere, their desk mates, class activities such as pair work and asking questions, knowing grammar and how to pronounce, feeling

relaxed, having self-confidence, studying with a native teacher, and reading in English a lot.

When they were asked to express what they believed affected their oral performances, students in the control group listed the following factors: learning new vocabulary, having a wide vocabulary, practicing speaking English, books they use for English classes, teachers, the atmosphere they study, the class atmosphere, their class mates, the class activities, studying with a native teacher, participating in the lesson, revising the things they learnt, being talented in learning languages, teachers' using English while teaching, listening to songs in English, speaking English one-to-one, teachers' treating mistakes as natural.

When they were asked what would improve their oral performance in and out of classroom, the students in the experimental group listed the activities they believed would improve their oral performance. The most frequent 2 ideas were practicing English with tourists (stated by 6 students) and speaking English in the class (stated by 5 students). Speaking activities and games in the class (stated by 3 students), one-to-one student teacher interaction in English (stated by 3 students) and pair work (stated by 3 students) were other frequent answers. There were some other activities each of which was stated once in the interview as an activity which would improve their oral performance. These activities are: group work, practicing English at home, doing homework, writing in English, having English-speaking friends on the Internet, visiting chat-rooms where they can use English. 1 students stated that the activities they are doing in the class are enough and useful.

For the control group students, the most frequently stated activities they believed would improve their oral performance were talking to native speakers, visiting touristic places and studying with a native teacher. Doing more speaking



activities in the class, watching films in English with Turkish sub-titles and having a wider vocabulary were other activities which were believed to improve their oral performance and they were stated twice in the interview. Each of the following activities were stated once as an activity which would improve their oral performance; having extra English classes at the weekend, games, one-to-one interaction in English, teachers' speaking during class-time, the way teacher teaches, teachers' using question- answer technique, English contests, and using English to communicate with people who can speak English.

Table 4.4 How Do the Students Evaluate Their Oral Performances? Pre-Interview for the Experimental Group

Item (How Do the Students Evaluate Their Oral Performances?)	f	%
'Bad'	13	86,66
'Not very bad'	2	13,33
Total (N=15)	15	

Table 4.5 How Do the Students Evaluate Their Oral Performances? Pre-Interview for the Control Group

Item (How Do the Students Evaluate Their Oral Performances?)	f	%
'Bad'	3	20
'Not good'	3	20
'At a "normal" level'	3	20
'I can express myself using English'	3	20
'Good'	2	13,33
'Awful'	1	6,25
Total (N=15)	15	

#### 4.2.3.2. Results of the Post-Interview on Oral Performance

At the end of the study, students were interviewed and asked to evaluate their oral performances; compare their performances at the beginning of the year- before the study and at that time, i.e. after the study, and express what they thought affected that difference.

When they were asked to evaluate their oral performances, for the experimental group the most frequent opinions were 'I'm more self-confident and more relaxed' (by 4 students), 'I can speak in a relaxed way and easily' (by 4 students), and 'It's better' (by 3 students). The opinions which were repeated twice by the students were "It's improved", 'Faster', 'I can express myself', and 'Much better'. Each of the following opinions was expressed once in the group: 'not very good', 'might be better, my vocabulary is insufficient', 'I can make more accurate sentences and speak more fluently', 'I can make more meaningful sentences', 'I can watch films in English without subtitles easily'.

In the control group, 3 students evaluated their oral performances as 'Not good' and that was the most frequent statement in the group. The statements that were repeated twice were: 'Not fluent', 'Not very fluent', 'I can express myself', and 'better'. Each of the following opinions was expressed once in the group: 'Not very good', 'I have difficulty', 'I have difficulty in grammar', 'Normal' 'When I speak, the things I know don't come to my mind', 'Neither good nor bad', 'The same as it was at the beginning of the year', and 'Good'.

As the second question, students were asked to compare their performances at the beginning of the year- before the study and at that time- after the study. In the experimental group, all of the students defined their oral performance using positive expressions. The most frequent opinions were 'I can express myself better', 'It's more fluent now' and 'It's better'. One of students who described their oral performance as 'better' stated that it is thanks to the use of podcasts. The opinions 'I can understand better' and 'I couldn't talk then, but now I can speak' are expressed three times in the group. The difference was described with the following ideas twice in the group 'I'm better at grammar', "I'm better at pronunciation", 'I was shy, but

now, I'm not', and 'It was very bad, it's good now'. The following statements were used once 'I have wider vocabulary', 'It was bad, now it's good', 'I know more collocations and make less mistakes', 'I can speak more clearly' and 'It's much better now'. One student in the group said that he/she is more relaxed and self-confident while speaking and stated that this is owing to the use of podcasts.

In the control group, students described the difference between their performances at the beginning of the year- before the study and at that time- after the study using both positive and negative expressions. 1 student in the group stated that there was no difference; 4 students stated that there wasn't much difference; 1 student stated that he/she still had difficulty in vocabulary; another student said he/she felt excited in the class. 3 students stated that they became better at vocabulary. 6 students stated that their oral performance got better. 1 student said that he/she could express himself/herself and understand better.

As the last question in the interview, students were asked to express what they thought affected that difference between their performances at the beginning of the year- before the study and at the time of the interview- after the study.

In the experimental group, for 12 students the factor they believed to affect the difference was the use of podcasts. The second factor affecting the difference was using English in the class and this was repeated 7 times in the group. Doing homework and reading storybooks were believed to affect the difference and they were mentioned twice in the group. There were a number of other factors, which were mentioned once in the group, students believed affected the difference. Some of these factors were about the teacher: teacher's way of teaching, teacher's way of teaching in a very effective way, teacher's speaking English in the class, teacher's having student-teacher dialogues in the class, studying with a native teacher in the

weekend classes. Some other factors were about students' selves. Being more self-disciplined and motivated, feeling more self-confident in the class, and having wider vocabulary. The other factors mentioned were the physical conditions around the school and the class atmosphere.

For the control group, the factor which was mentioned most was 'vocabulary' and that was believed to affect the difference by 4 students in the group. The activities done in the class and the teacher were believed to be affecting the difference by three students. The book used in the class, the structures which were learnt, speaking and practicing English in the class and the physical conditions around the school were the factors which were believed to affect the difference and these ideas were mentioned twice in the group. There were some other factors which were stated once in the group. They may be grouped as the factors about students' selves: motivation, effort, spending more time on English, watching films in English; the factors related to the teacher: teacher-student dialogue, the way the teacher teaches, and studying with a native teacher in the weekend classes; the factors about class activities and materials: listening, speaking activities, and audio materials. One student in the control group stated that there wasn't much difference between his/ her performance at the beginning of the year- before the study and at the time of the interview- after the study.

Table 4.6 How Do the Students Evaluate Their Oral Performances? Post-Interview  
for the Experimental Group

Item (How Do the Students Evaluate Their Oral Performances?)	f	%
'I'm more self-confident and more relaxed'	4	16,66
'I can speak in a relaxed way and easily'	4	16,66
'It's better'	3	12,50
'It's improved'	2	8,33
'Faster'	2	8,33
'I can express myself'	2	8,33
'Much better'	2	8,33
'Not very good'	1	4,16
'Might be better, my vocabulary is insufficient'	1	4,16
'I can make more accurate sentences and speak more fluently'	1	4,16
'I can make more meaningful sentences'	1	4,16
'I can watch films in English without subtitles easily'	1	4,16
Total (N=15)	24	

Table 4.7 How Do the Students Evaluate Their Oral Performances? Post-Interview  
for the Control Group

Item (How Do the Students Evaluate Their Oral Performances?)	f	%
'Not good'	3	15
'Not fluent'	2	10
'Not very fluent'	2	10
'I can express myself'	2	10
'Better'	2	10
'Not very good'	2	10
'I have difficulty'	1	5
'I have difficulty in grammar'	1	5
'Normal'	1	5
'When I speak, the things I know don't come to my mind'	1	5
'Neither good nor bad'	1	5
'The same as it was at the beginning of the year'	1	5
'Good'	1	5
Total (N=15)	20	

Table 4.8 How Do the Students Compare Their Oral Performances at the Beginning and at the End of the Term? Results for the Experimental Group

Item (How Do the Students Compare Their Oral Performances at the Beginning and at the End of the Term?)	f	%
'I can express myself better'	4	14,28
'It's more fluent now'	4	14,28
'It's better'	4	14,28
'I can understand better'	3	10,71
'I couldn't talk then, but now I can speak'	3	10,71
'I'm better at grammar'	1	3,57
'I'm better at pronunciation'	1	3,57
'I was shy, but now, I'm not'	1	3,57
'It was very bad, it's good now'	1	3,57
'I have wider vocabulary'	1	3,57
'It was bad, now it's good'	1	3,57
'I know more collocations and make less mistakes'	1	3,57
'I can speak more clearly'	1	3,57
'It's much better know'	1	3,57
'I'm more relaxed and self-confident while speaking and this is owing to the use of podcasts'	1	3,57
Total (N=15)	28	

Table 4.9 How Do the Students Compare Their Oral Performances at the Beginning and at the End of the Term? Results for the Control Group

Item (How Do the Students Compare Their Oral Performances at the Beginning and at the End of the Term?)	f	%
'My oral performance got better'	6	35,29
'There wasn't much difference'	4	13,52
'I became better at vocabulary'	3	17,64
'I still have difficulty in vocabulary'	1	5,88
'I feel excited in the class'	1	5,88
'I can express myself and understand better'	1	5,88
'There is no difference'	1	5,88
Total (N=15)	17	

### 4.3. Results Related to Research Question 2

#### 4.3.1. Results of the Anxiety Questionnaire

The anxiety levels of the students were evaluated using the questionnaire which was adapted from Young (1990). Statistics was used to calculate the mean levels of anxiety.

As shown in Table 4.4 and 4.5 below, at the beginning of the study, the mean score of the anxiety levels was 3,77 for the experimental group and 3,46 for the control group. At the end of the study, the mean score of the anxiety level was 2,81 for the experimental group and 3,34 for the control group.

Table 4.10 Anxiety Pre-Test

Groups	N	Mean	Std. Deviation
Control Group	15	3,4666	,15750
Experimental Group	15	3,7750	,23890

Table 4.11 Anxiety Post-Test

Groups	N	Mean	Std. Deviation
Control Group	15	3,3472	,16790
Experimental Group	15	2,8111	,24032

As can be seen from the tables, at the beginning of the study, the anxiety level of the students in the experimental group was higher than the anxiety level of the students in the control group. However, at the end of the study, the anxiety level of the students in the experimental group was lower than the anxiety level of the students in the control group. As can be seen in the mean score of anxiety for groups, it may be concluded that foreign language speaking anxiety of the students in the experimental group decreased more than it did for the students in the control group. It may also be stated that although the anxiety level of the students in the control

group didn't change much, students in the experimental group were far less anxious at the end of the study than they were at the beginning.

#### 4.3.2. Results of the Interview on Anxiety - Question 1

As stated in the 'data collection' section, interviews were used along with the anxiety questionnaire to identify and gain deeper understanding of how students felt and what they thought about the concerns of this study, and to validate the results of the Foreign Language Speaking Anxiety Questionnaire. In the data analysis procedure, content analysis was used to establish patterns in the data.

As the first question in the interview, students were asked if speaking is an anxiety-provoking activity.

Analysis of the interviews made at the beginning of the study- pre-interviews- showed that, 1 student in the experimental group was very anxious; 5 students were anxious; 1 student was a little anxious; 2 students were sometimes anxious. 4 students said that they were not anxious as long as some conditions were provided for not feeling anxious, e.g. as long as their friends were not correcting them, as long as they felt comfortable. In other words their being not anxious depended on some conditions. 2 students in the group said that they were not anxious.

In the control group, none of the students stated that they were anxious. 5 students stated that they were a little anxious. 1 student said that he/ she was not anxious as long as some conditions were provided for not feeling anxious, e.g. as long as they could speak, as long as they understood and knew the answer. 9 students in the group stated that they were not anxious.

Analysis of the interviews made at the end of the study- post-interviews- showed that, 1 student in the experimental group was anxious, 1 student was not usually anxious. 4 students said that they were not anxious but also added some



conditions for not feeling anxious. 6 students in the group said that they were not anxious. 3 students said that they were not anxious at all.

In the control group, 1 student was very anxious, 1 student was usually anxious and 1 student was sometimes anxious. 2 students said that they were not anxious as long as some conditions were provided for not feeling anxious. 8 students in the group said that they were not anxious. 2 students said that they were not anxious at all.

When students' statements in the pre- and post interviews were considered, it may be seen that in the experimental group, the number of students who felt anxious in the English classes decreased from 6 to 1, including the answers 'yes' and 'yes, a lot' and excluding 'sometimes' and 'a little', whereas the ones who didn't feel anxious increased from 2 to 9, excluding the students who mentioned some reasons for not being anxious. In the control group, students who didn't feel anxious in the English classes increased from 9 to 10, including the answers 'no' and 'no, not at all' and excluding the students who mentioned some reasons for not being anxious. It's remarkable that although none of the students in the control group stated that he/ she was anxious in the pre- interviews- 5 students stated they were a little anxious-, in the post- interviews 1 student stated that he/ she was very anxious, 1 student was usually anxious and 1 student was sometimes anxious.

Table 4.12 Is Speaking Anxiety Provoking? Pre-Interview for the Experimental Group

Item (Is Speaking Anxiety Provoking?)	f	%
'Anxious' (always, sometimes, little)	9	60
'It depends'	4	26,66
'Not anxious'	2	13,33
Total (N=15)	15	

Table 4.13 Is Speaking Anxiety Provoking? Pre-Interview for the Control Group

Item (Is Speaking Anxiety Provoking?)	f	%
'Not anxious'	9	60
'Little'	5	33,33
'It depends'	1	6,66
Total (N=15)	15	

Table 4.14 Is Speaking Anxiety Provoking? Post-Interview for the Experimental Group

Item (Is Speaking Anxiety Provoking?)	f	%
'Not anxious'	6	40
'No but ...'	4	26,66
'Not anxious at all'	3	20
'Anxious'	1	6,66
'Not usually'	1	6,66
Total (N=15)	15	

Table 4.15 Is Speaking Anxiety Provoking? Post-Interview for the Control Group

Item (Is Speaking Anxiety Provoking?)	f	%
'Not anxious'	8	53,33
'Anxious' (very, usually, sometimes)	3	20
'Not anxious at all'	2	13,33
'It depends'	2	13,33
Total (N=15)	15	

#### 4.3.3. Comparing the Results of the Anxiety Questionnaire and the Interview on Anxiety- Question 1

When students' answers in the interviews were considered along with the anxiety questionnaire results, it may be stated that the interviews validated high anxiety level at the beginning of the study and the decreasing anxiety level of the students in the experimental group. In other words, high anxiety level at the beginning of the study and the decrease in students' anxiety can be seen from the results of both the questionnaire and the interviews. For the control group, the slight decrease in the anxiety level of the students was parallel to the slight increase in the number of students who were not anxious.

The results of the pre-anxiety questionnaire was parallel with the results of the pre-interviews for the reason that the anxiety level for the experimental group was higher than the anxiety level for the control group, and the number of students in the experimental group who stated that they were not anxious was lower than those in the control group.

Post-anxiety level of the experimental group was consistent with the number of students who stated that they were not anxious in the post-interviews for the reason that the post-anxiety level of the group decreased and the number of students who stated they were not anxious increased. However, in the control group, the post-anxiety level decreased by a small amount (from 3,46 to 3,34). The number of students who reported being not anxious changed from 9 to 10, and there were students reporting being 'anxious' and 'usually anxious' in the post-interviews although there weren't such answers in the pre-interviews.

This may be interpreted from two different aspects. From one aspect this showed a parallelism between the pre- and post- results of the control group as post-results validated each other and showed that the anxiety of the students didn't change much at the end of the study. From another aspect this may show the difference between the self-awareness of the students in the experimental group and the control group. This is because, students in the control group reported not being anxious despite their anxiety level whereas students in the experimental group reported being not anxious in parallel with their anxiety levels. The reason for the higher self-awareness of the students in the experimental group than the students in the control group may be a result of their self-evaluating themselves during the podcasting procedure as they were asked to do so in the interviews.

#### 4.3.4. Results of the t-Test

Independent sample T-test was used to determine if there is a difference between two groups. The result showed that students who used podcasts have lower speaking anxiety levels than the students who didn't use podcast. In other words, it seems that getting low speaking anxiety level does depend on using podcasts or not.

Table 4.16 Anxiety Level Independent Samples t-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	,767	,389	7,083	28	,000	,53611	,07569
Equal variances not assumed			7,083	25,038	,000	,53611	,07569

#### 4.3.5. Results of the Interview on Anxiety

As stated earlier in this study, interviews were used to provide further insights into students' perceptions about foreign language speaking anxiety and possible stressors besides the purpose of triangulating the data gained from anxiety questionnaire. In the pre- and post- interviews students were asked some more questions about speaking anxiety.

The students were asked what kind of in-class activities make them feel anxious, and stressed; what the anxiety-free in-class activities are; whether speaking in the foreign language is anxiety-provoking out of class.

Students were asked what type of activities made speaking in the class stressing and anxiety-provoking. Students in the both group listed some activities and some other factors which they thought might trigger anxiety and stress in the class.

The students in the experimental group faced anxiety and stress mostly when others made fun of them on making a mistake and when they were asked questions suddenly. These two ideas were shared by 4 students in the group. The students in this group mentioned some other stressing and anxiety-provoking activities each of which was mentioned once in the interview. These were listening exercises, activities based on comprehension, vocabulary activities and exercises, answering questions in English, being corrected when making a mistake, and everybody's talking at the same time. One of the students stated that it would be stressing if they were asked to stand in front of the class to answer a question. Another student said that he/ she never felt anxious in the class.

Students in the experimental group were asked what in-class activities made them feel relaxed and comfortable when speaking English. Students not only named some activities but also described some situations and behaviors which made them feel so. The answers of the students in this group may be grouped under some headings as following: type of activity: pair work, asking questions, reading out dialogues, activities based on general knowledge, teacher- student dialogue, fun activities; motivation: teacher's and friends' motivating the student who was talking, answering a question willingly -not because they were asked to- ; class atmosphere: everybody's listening to the lesson, silence in the classroom; self-confidence: being sure of their answer, knowing about the subject they were talking about, feeling confident because/ when no one was looking at them.

In the post interview, for the question on what in-class activities made them feel anxious and stressed, the answers of the students in the experimental group didn't change much. For those students, the anxiety and stress occurred mostly when others made fun of them or laughed at them on making a mistake. However, being

asked questions suddenly was not as stressing as it was before for the fact that it was stressing for 4 students in the pre-interview but for 1 student in the post-interview. All of the other factors which were stated as stressing and anxiety- provoking in the pre- interview stayed the same in the post-interview. There was one new activity which was said to be stressing and that was ‘talking to someone with a higher English level.’

Students were asked what in-class activities made them feel relaxed and comfortable when speaking English. Some of the answers of the students in the experimental group were the same as their answers in the pre-interview whereas some others were not mentioned in the post-interviews. Students named the same types of speaking activities as relaxing but they added two new types - creating dialogues and speaking activities based on interpreting and commenting. As in the pre-interview, students not only gave the names of the activities but also described some situations and behaviors which led them feel relaxed and comfortable. They mentioned the same situations for being self-confident. However, they changed some situations for being motivated and didn’t mention the effect of friends’ motivating them. Answering a question willingly was not as important as it was in the pre-interview. The class atmosphere in which they do the speaking activities was not mentioned in the post-interview.

Analysis of the pre-interview revealed that for the students in the control group, speaking led anxiety mostly when they felt not able to do something e.g. being not able to make sentences, not knowing the answer, not understanding the question or the subject others were talking about, not understanding what they were asked to do, being asked a question when they knew they couldn’t give an answer. 3 students in this group also found being graded, i.e. oral exams, anxiety-provoking.

For 3 other students in the group, there weren't any activities that caused anxiety or stress.

In the pre-interview, the students in the control group defined the following in-class activities as relaxing ones: games, songs, competitions, activities in the student's book, making dialogues with friends. For the students in this group, simplicity of the English being used and familiarity of the subject were relaxing elements in the class. They said that talking on a subject they are familiar with using simple structures and other's talking slowly using a clear English made them feel relaxed. Students in this group stated that they felt comfortable if they answered a question or talked about something when they wanted to- not when they were asked to. They also stated that they felt relaxed and comfortable when the teacher provided a relaxing class atmosphere, no one laughed at them, and the teacher and friends accepted the mistakes as something normal. 1 student in the group said that he/ she usually felt relaxed and comfortable in the class.

For the students in the control group, as in the pre-interview, feeling not able to do something caused anxiety in the class. Students stated that they felt anxious and stressed when they were to talk about something which they didn't know much or anything about or didn't study. They said they felt anxious if the teacher asked them questions suddenly when they were not volunteering, especially when the teacher knew they wouldn't be able to answer.

Students in this group, as in the pre-interview, found being graded anxiety provoking. They also found the following situations and behaviors stressing: talking in front of others, being laughed at, being judged by friends, being forced to speak and teacher's being strict in the class.

Students in the control group felt themselves relaxed and comfortable in group works and if they participated the lesson only when they wanted. They felt relaxed when they were not forced to speak and when the class atmosphere was relaxing, quiet and not tense. Students listed the following situations as relaxing: subject's being taught more slowly and in a simpler way, being corrected after they finished their sentences, when everyone around is at their English level.

#### 4.4. Results related to Research Question 3

##### 4.4.1. Results of the Pearson's Correlation

Pearson's correlation was used to measure the degree and direction of linear relationship between the two independent variables, podcast use and non-podcast use, using the mean scores from oral performance post-test and anxiety post-test.

Pearson correlation test was used because there is normal distribution across the data. The result showed that there is a negative relationship between the participants' oral performances and speaking anxiety which indicates that while the anxiety of the participants increases, their oral performances decrease. ( $r = ,46$ ;  $p < ,05$ )

Table 4.17 Pearson Correlations

		Anxiety Level	Oral Performance
Anxiety Level	Pearson Correlation	1	-,466**
	Sig. (2-tailed)		,010
	N	30	30
Oral Performance	Pearson Correlation	-,466**	1
	Sig. (2-tailed)	,010	
	N	30	30

##### 4.4.2. Results of the Interview

As stated in the 'data collection' section, interviews were used in addition to the anxiety questionnaires and oral proficiency tests to gain deeper understanding of



the aspects of the present study, and to triangulate the results of quantitative data, i.e. anxiety questionnaires and oral proficiency tests.

Students in the experimental group mostly evaluated their oral performance as 'good' and 'effective'. They described their oral performance as 'better', 'much better' or 'improved' and they stated that they could 'speak easily', 'make more meaningful sentences' and 'express' themselves. Content analysis of the post interview showed that students in the experimental group used positive statements to describe their oral performance 22 times. Only twice in this group did the students stated that it is 'not good' or 'not sufficient'. One of the students said that his/her oral performance 'could have been much better' as his/her 'vocabulary is insufficient'. One student in the group said that it was 'not very good'.

For the experimental group, the analysis of the interview which investigated how students evaluated their anxiety in the class revealed that 9 of the students in this group stated that they were 'not anxious' or 'not anxious at all'. 4 students stated that they were 'not anxious if some conditions were provided.' 1 student said he/she was 'not usually anxious'. Only 1 student stated that he/she was 'anxious'.

The analysis of the post interviews of the students in the experimental group showed that the anxiety among the students was low whereas the oral performance, i.e. students' perceptions about their oral performances, of the students was high.

Based on the triangulation of the quantitative and qualitative data, it can be concluded for the experimental group, i.e. podcast users, that there was a negative correlation between participants' oral performance and speaking anxiety. In other words, oral performance increased while anxiety decreased.

In the post interview, students in the control group mostly evaluated their oral performance as 'not good' or 'not sufficient'. They described their oral performance

using statements like ‘not good’, ‘not fluent’ and ‘I have difficult in ...’. Content analysis showed that the students in this group used such negative statements 13 times in the interview. However, the number of positive statements was not higher than 6 times. 2 of the students said that their performance was ‘better’ and 2 others stated that they ‘could express themselves’. 1 student said it was ‘good’ and another student said that it was ‘normal’.

The analysis of the post interview investigating students’ self-evaluating their speaking anxiety showed that 10 students in this group described themselves as ‘not anxious’ or ‘not anxious at all’. The rest of the students stated that they found themselves anxious in the class and described how anxious they were. 1 student said he/she was ‘very anxious’, another student was ‘usually anxious’, and another one said he/she was ‘sometimes anxious’. 2 students said that they were ‘not anxious as long as some conditions were provided’.

The analysis of the post interviews of the students in the control group showed that although 10 out of 15 students described themselves as ‘not anxious’ or ‘not anxious at all’, 13 out of 19 items which were found in the content analysis referred to how students in the group found their oral performance ‘not good’ or ‘not sufficient’. In other words, although most of the students in this group believed they were not anxious, they did not believe their oral performance was ‘good’ or ‘sufficient’, which showed that contrary to the experimental group, in the control group oral performance didn’t increase while anxiety decreased. It can be concluded that the post-interviews of the control group didn’t validate the negative correlation calculated by Pearson Correlation.

However, as explained in the analysis of the first research question, oral performance test results of the students in the control group were parallel to their

self-evaluating their oral performance, as they were for the experimental group. This is because, the mean of their oral test results increased from 25 to 27- from the beginning of the study to the end of it- and when they were asked to evaluate their oral performance, they stated that 'it is not better/ good enough/ sufficient'. The mean of the oral test results of the experimental group increased from 21 to 34, and when they were asked to evaluate themselves, except 2 students, they believed their performance was 'good/ sufficient/ better than before'.

The fact that the qualitative data validated the quantitative data for the experimental group but not for the control group may be explained with, as mentioned before in the analysis of the research question 2, the higher level of self-awareness of the students in the experimental group. As stated in 'the data collection method' section of the study, students in the experimental group were interviewed about podcasts and they were asked to give their opinions about how podcasts affected their oral performance and speaking anxiety. As a result, students in this group monitored their speaking anxiety and oral performance and therefore they were more aware of the changes and direction of their anxiety level and oral performance.

#### 4.5. Results Related to Research Question 4

As stated in the 'data collection' section, students in the experimental group were interviewed about podcasting in order to identify the students' perceptions of podcasts; the advantages and benefits they had; the difficulties, challenges and limitations they faced; thus, in order to clarify what made a podcast liked, preferred and benefitted by the students; and to see if the students' perceptions of podcasting has changed.

#### 4.5.1. Results of the Pre-Interview (The First Interview) on Podcasts

The first interview, which was analyzed below, was held after the students created four podcasts. They were asked to evaluate the effect of podcasting in general terms on their English speaking proficiency; stress and anxiety they had in English classes and the difficulties they faced during the procedure. They were also asked to evaluate each of the four podcasts they had done until that time, which will be analyzed later in this chapter.

##### 4.5.1.1. The Effect of Podcasting on Oral Performance

When the students were asked to evaluate the effect of podcasting on their English speaking proficiency, the most frequent idea (shared by 5 students) was that podcasting helped them improve their pronunciation.

“I pronounce the words better and I can make grammatically correct sentences.” Sena

“My pronunciation has improved.” Serhat

4 of the students said that podcasts made them feel more self-confident when speaking, thus helped them improve their English speaking.

“It has a positive impact. Before this, I used to be shier. After podcasts, I realized that there was no need to worry.” Nalan

“It affected in a positive way, without doubt. I feel myself relaxed and comfortable when I speak English.” Mete

3 students stated that podcasts helped them improve their speaking.

“As I do it at home, I try harder to make my English better, and it has worked. It’s fun.” Dila

“Of course, it helped me improve my English because it gives the feeling that I should work on the defects in my English. So I did work on them.” Emre

#### 4.5.1.2. The Effect of Podcasting on Stress and Anxiety

As the second question in the interview, students were asked to evaluate the effects of podcasting on stress and anxiety when speaking English. In their answers, students evaluated both the effects of podcasts on their previous stress and anxiety and the stress and anxiety podcasts created, if they did. The general idea was that podcasting didn't give them any stress as they created podcasts at home in a comfortable and quiet place.

“As podcasts are created and recorded at home, they aren't giving me any stress.” Dila

“They didn't cause any stress or anxiety as I recorded them easily in a relaxed atmosphere at home.” Hakan

For some students, working on a clear topic, preparing the text before recording, and having the chance to record it again helped not feel stressed.

“ I can record them a few times so I have no anxiety or stress.” Yigit

Some students said that when they first started podcasting, they felt a little worried.

“At first, I felt worried that I might not express what I wanted to say, but now I have overcome that feeling.” Ipek

“When I first listened to my voice, I thought it sounded bad so I felt a little stressed. Then, that feeling disappeared.” Emre

Students stated that podcasting has a positive impact on decreasing anxiety and stress on speaking English.

“It has a positive impact. When I record, I'm alone so I don't feel anxious. As I record my voice regularly, speaking English has become something natural. I feel less anxious.” Nalan

“It is decreasing my stress. I don’t feel anxious.” Turgay

#### 4.5.1.3. The Difficulties the Students Faced While Podcasting

Students were also asked what difficulties they faced while they were creating podcasts. 6 students said that they had difficulty uploading the recordings to the websites. 3 students had some difficulty in pronunciation. For 2 students, expressing themselves clearly was difficult. 4 students said that they didn’t have any difficulties.

#### 4.5.2. Results of the Post-interview (The Last Interview) on Podcasting

The last interview was held at the end of the study. Students were asked to evaluate the effect of podcasting on their English speaking proficiency, and stress and anxiety they had in English classes, which will be analyzed below. They were also asked to evaluate each of the three podcasts which hadn’t been evaluated until that time. Evaluation of each podcast will be analyzed later in this chapter.

The aim of the last interview was to understand students’ perceptions about podcasting at the end of the study and to have the necessary data to compare students’ perceptions of podcasting at the beginning and end of the study.

##### 4.5.2.1. The Effects of Podcasting on Oral Performance

When students were asked to evaluate the effect of podcasting on their English speaking proficiency, all of the students said it had a positive impact on their proficiency and helped them improve their English speaking proficiency. The ideas were mainly about the effects of podcasting on pronunciation, stress and intonation; vocabulary- words and collocations; stress, anxiety and shyness; and practicing, revising and correcting mistakes.

Students said that podcasting helped them improve their language abilities; provided opportunities to recycle and revise the structures studied in the class; gave a

chance to practice them out of classroom; and correct their errors and defects in English.

“When I create a podcast, I revise the things in the classroom. When I’m getting ready to record a podcast, I notice some mistakes I made so I focus on those structures. Then, I correct them for the podcast.” Dila

“Podcasts helped us revise the things we have learnt, so I have understood better.” Yigit

One of the students said that podcasts gave them the opportunity to do and practice the things they couldn’t do in the class.

“I have the chance to talk about all the topics in podcasts. Sometimes, I don’t feel like saying something in the class, but when I create a podcast, I have to talk about it and revise the things in the classroom.” Ipek

One of the most frequent ideas in the interview was the effect of podcasting on pronunciation. 6 students in the group said they became good at pronunciation at the end of the study. Podcasts also helped them speak more fluently and led them pay attention to intonation.

“Podcasts helped me speak more fluently and correct the things I mispronounce.” Dilek

“When I record, I care about my pronunciation and intonation because I want to sound natural.” Sena

“We can now speak more fluently and comfortably.” Ugur

“At the beginning I was trying to pronounce words correctly. Now, I believe I can pronounce them better and I try to say them with a good intonation.” Nalan

Students stated that they got to have wider vocabulary and learnt collocations.

“ While I’m recording a podcast, I try not to make mistakes. When I have a mistake, I repeat what I said again and again to say it correctly. This makes me memorize the words and collocations.” Dila

“I have learnt a lot of collocations. Some of them were in our book, so I revised them. Some were new collocations, I found them in the dictionary while I was preparing a podcast.” Mete

Another effect of podcasting, according to what students said, was that it decreased students’ anxiety, stress, and shyness.

“I have overcome my shyness. I don’t feel afraid of making mistakes any more.” Serhat

“When I recorded my first podcast, I had to re-record it five or six times. When I recorded the last podcast, one time was enough. That’s because I didn’t have difficulty in pronunciation or didn’t feel like I was making a mistake. I have overcome speaking anxiety.” Emre

“I believe, the fright of speaking English is in the past now.” Serhat

Considering the fact that students mentioned anxiety, shyness and stress when they were asked to evaluate the effect of podcasting on their English proficiency, it may be concluded that students associated anxiety, shyness and stress with English speaking proficiency.

Besides these questions, students were also asked to evaluate each of the three podcasts they created until that day, which will be mentioned later in this chapter.

#### 4.5.2.2. The Effect of Podcasting on Stress and Anxiety

When students were asked to evaluate the effect of podcasting on their speaking anxiety, they all stated that podcasting decreased their speaking anxiety and



stress. They evaluated the effects in terms of the foreign language speaking anxiety and stress; self-confidence and shyness.

About the effect of podcasting on speaking anxiety, some of the students stated that podcasting has suppressed the anxiety they had had before they were introduced to podcasts.

‘Before podcasts, I was worried that I sometimes couldn’t express what I thought in English. The stress-free atmosphere in which we created a podcast made us feel comfortable when we speak in class every day.’ Ipek

“I had been stressful and anxious before we started creating podcasts. Now, I don’t feel as stressed as I was and I’m more comfortable when speaking English.”

Sena

One of the students evaluated the effect of podcasting on stress and anxiety in terms of the stress podcasting created.

“Home is quiet and it’s where I feel relaxed. So I didn’t feel stressed.

Podcasts don’t cause stress.” Dila

Two of the students said that they were anxious when they created the first few podcasts, but they did not feel anxiety after that.

“I felt shy when I created first few podcasts, but now I feel less shy. Even, sometimes, I don’t feel shy as I can speak better.” Dilek

Students stated that podcasts decreased the stress by a great degree day by day or suppressed the stress totally.

“When you are preparing a podcast, usually there is no one around so this makes you feel more relaxed than you feel in the class. This helps you gain self-confidence and feel not stressed.” Mete

“They helped us get rid of stress and anxiety totally. We have gained self-confidence, so I don’t feel any pressure or anxiety on me.” Ugur

Most of the students pointed to the fact that podcasts made them get used to speaking in English, thus made them not feel stressed or anxious.

“When I recorded my voice, I didn’t think about anyone because they were not around. I didn’t feel stressed. I didn’t feel the excitement that I felt in the class. Then, as a result I got used to it and now I can speak comfortably in the class.” Mert

“When I recorded a podcast, I didn’t feel stressed. I didn’t think about it. It’s not as stressing as it is in the class. So, I have got used to it and now I don’t feel stressed when I speak English in the class.” Turgay

“While I was creating a podcast, I tried to speak in the best way I could. I didn’t think of the people who might listen to me. I believe, this has become a habit for me.” Nalan

On the contrary to the idea above, i.e. not thinking of the possible listeners, for another student the idea of keeping in mind that someone would listen to their podcasts helped him overcome the stress and get used to speaking English.

“When I recorded a podcast, I knew people would listen to me. This led me record them as I was really talking to someone. Because of this, I got used to the idea and I don’t feel the pressure or stress any more.” Emre

According to the students, another effect of podcasts was that they decreased the stress and fright of making mistakes.

“When I created a podcast, I knew somebody would listen to me so I tried not to make mistakes and checked my work carefully. This helped me overcome the anxiety of making mistakes.” Hakan

### 4.5.3. Results of the Interviews Evaluating Each Podcast

Besides the first and last interviews investigating students' perceptions of effects of podcasts on speaking proficiency and stress and anxiety caused by speaking, students were also interviewed to investigate their perceptions of each podcast they created. They evaluated each podcast in terms of the difficulties they faced, the benefits podcasts provided, and the topic of the podcasts. These interviews were held three times during the study. The first part of these interviews was held after they created four podcasts; the second part was after they created another four podcasts; and the last part was at the end of the study.

#### 4.5.3.1. Interviews Evaluating Each Podcast- 1

In the first of the three interviews, the students were asked to evaluate the first four podcasts. The topics were 'introducing your family', 'introducing a friend', 'introducing someone new at school' and 'talking about likes/ dislikes'.

In this interview, the students mostly described what they did for those podcasts.

"I described my family. It was easy."

"I talked about my friend. It was fun."

"I learnt how to introduce someone new."

Especially for the first two podcasts students said that they had difficulty recording podcasts and uploading them to the website. With the third podcast, most of them said, they managed to record and upload them easily so they didn't have many problems related to recording and uploading.

Except from these, students pointed to some other difficulties, challenges, and advantages they had.

For the first podcast, the main ideas in the group were having difficulty in pronunciation, feeling shy, and feeling that they would speak on the topic easily from that time on.

About the second podcast, most of the students stated that they didn't feel much shy or uncomfortable.

For the third podcast, some of the students said that they realized the mistakes they made and were able to correct them.

"I didn't have any difficulties preparing it. I realized some mistakes in my sentences and I corrected them." Hakan

Some of them said that they started feeling less shy and more comfortable.

'I managed to stop feeling shy with this podcast.' Serhat

Evaluating the fourth podcast, most of the students said they found it easy to talk about their likes/ dislikes and didn't have any difficulties. Some of the students said that their pronunciation was getting better.

"My pronunciation was better in this podcast than the previous ones. In each podcast, I try to speak and pronounce better than in the previous ones. In this podcast, I especially paid attention to this." Nalan

"I believe, I can pronounce better now." Sena

#### 4.5.3.2. Interviews Evaluating Each Podcast- 2

The second part of interviews investigating students' perceptions of each podcast was held after they completed the eighth podcast. The aim of this interview was to investigate students' perception of the four podcasts they prepared since the previous interview.

The topics of the podcasts were 'talking about your hobbies', 'education in Turkey', 'advantages / disadvantages of schools at home', and 'describing a picture'.

Most of the students found the first podcast easy to prepare as they had known the structures and had talked about their hobbies before. However, they said that preparing the podcast made them sure about the structure and correctness of their sentences.

“I had known how to talk about my hobbies before this podcast but with it, I remembered and recycled the things I had known, and made sure of their correctness.” Ipek

Some of the students said that ‘hobbies’ is a topic that they may need to talk about in the future.

“We may use these structures while talking to someone in the future. We practiced using them. It was useful.” Nur

Most of the students found the second podcast, ‘education in Turkey’, difficult as they had to search information on the topic.

“It was a little difficult because I needed to search so I made some mistakes.” Yigit

Only one student said that it was easy.

“It was easy as we were expected to talk about a subject we are familiar with.” Nalan

Most of the students in the group said that this podcast helped them learn the meanings and use of some words, expressions, and collocations.

“That was a podcast full of collocations. That was good because I need collocations when I speak English.” Murat

“I tried hard to prepare it. I really focused on it. It made me learn the meaning and pronunciation of many words and expressions. I hadn’t known the correct pronunciation of “percent”, but I learnt it.” Ipek

“I learnt how to use some expressions we studied in the book, like ‘at the age of’.” Hakan

One of the students said that it helped memorize vocabulary.

“It was useful. It was difficult but fun. I memorized the words and expressions which we studied in the book about the subject. When there were questions on those words in the quiz, I was able to answer them easily.” Dila

Students also pointed to the effect of the podcast on pronunciation.

“It helped me learn the pronunciation of the words. I had to learn because I needed to use them in the podcast.” Nur

“There were a lot of words which I didn’t know how to pronounce. I checked them on the Internet and I recorded my podcast.” Kubra

For the third podcast, ‘schools at home’, some students said that it was a difficult podcast as they found it hard to discuss on the topic.

“Although I searched on the topic, I couldn’t express many opinions about it. It was difficult.” Dilek

“I found it hard to say something on the subject.” Dila

For some students thinking on the subject and sharing their ideas were useful and fun.

“It was useful as we expressed our opinions. It was more than using fixed expressions.” Nalan

“This was the most useful podcast to improve speaking because it was like I was sharing my ideas with the listeners directly.” Murat

One of the students pointed to a benefit he gained thanks to the podcast.

“I wasn’t at school when my friends studied this subject. So I didn’t learn the vocabulary with them. If I hadn’t prepared this podcast, I wouldn’t have studied the text and wouldn’t have learnt the vocabulary.” Emre

About the fourth podcast, ‘describing a picture’, students said that the topic was easy and fun.

“It was very enjoyable. I really had fun preparing it.” Sena

“It was one of the easiest ones.” Kubra

Students said that with this podcast, they recycled the present continuous tense and practiced describing a picture.

“It was useful for me. I had the opportunity to practice the present continuous tense, clothes and describing a picture at the same time. As I needed to use ‘possessives’, it was chance to recycle previous structures, too.” Emre

“I recycled present continuous tense. I learnt how to describe people’s physical appearance and clothes.” Yigit

#### 4.5.3.3. Interviews Evaluating Each Podcast- 3

The last interview which aimed to investigate students’ perceptions of each podcast was held at the end of the study. Since the last interview, students had prepared three podcasts, the topics of which were ‘music festivals in Turkey’, ‘national parks in Turkey’, ‘describing animals’.

About the first podcast, some students said that they found it difficult to find information about the music festivals whereas some of them found the topic interesting and enjoyed looking for information about it.

“I had difficulty in research. It was easy to make sentences as I used the structures we learnt in class.” Dilek

“I enjoyed looking for information about the subject. I researched more about it just for pleasure. I didn’t have any difficulties.” Serhat

The most frequent idea about this podcast was that it created an opportunity for them practice using the expressions and collocations they learnt from the book.

“I had to use some expressions from the book. I learnt how to use them while I was preparing the podcast.” Hakan

“I learnt how to use the verbs ‘take part’ and ‘last’.” Sena

“I gained information on the subject and I learnt words and expressions. I understood how and when to use them.” Mete

Some students mentioned its effect on self-confidence and shyness.

“With this podcast, I felt that I can talk about a topic and support my idea. Podcasts gave me that confidence.” Hakan

I realized, I don’t stammer any more when I speak. I don’t feel shy any more.” Turgay

For most students the second podcast, ‘national parks in Turkey’, was useful for that thanks to it, they learnt about the national parks in Turkey.

“I gained a great deal of information on the subject.” Ipek

“It was challenging. I tried hard but learnt a lot about national parks and what to do there.” Sena

Another frequent idea about this podcast was that it gave students a chance to practice describing a place.

“We learnt and practiced how to describe a place efficiently.” Yigit

Students also found it useful as they recycled the vocabulary on the topic.



“ There were some geographical terms in the book I needed to use. The podcast was useful because it helped me keep them in my mind and understand how to use them in sentences.” Emre

“I studied the directions and managed to memorize them.” Hakan

About the last podcast, ‘describing animals’, most of the students stated that it was fun to create a podcast about animals. They enjoyed the research procedure and talking about animals in English.

“It was really fun. I gained more knowledge about rabbits and I learnt the word ‘tail’.” Sena

“I enjoyed it. I learnt new vocabulary.” Nalan

Students stated that it helped them recycle the vocabulary they knew. Besides previous vocabulary, they learnt new vocabulary on the subject.

“It was fun. The structures I had learnt at school were very helpful. I learnt new vocabulary and revised the previous ones.” Dilek

“It was a nice podcast. I learnt new vocabulary while describing the animal, for example the verb ‘to bite’.” Hakan

For some students, the podcast was useful because they learnt the correct pronunciation of the words and they managed to pronounce them well.

“I used to have problems pronouncing some words. Thanks to this podcast, I can now say them correctly because I worked on them.” Ipek

“I learnt the correct pronunciation of the word ‘tiger’. I realized I used to mispronounce it.” Hakan

In summary, the results of the present study found a relationship between students’ oral performances and podcasting; a relationship between students’ anxiety and podcasting; and a negative correlation between students’ anxiety and oral

performance. The analysis of students' perceptions showed that students found podcasting useful for improving their oral performance and decreasing their language anxiety. The present study also revealed some factors affecting language anxiety.

## CHAPTER V

### CONCLUSION

This study examined the following four research questions:

1. Does the use of podcast result in a significant difference in oral performance of EFL students who create podcasts and those who do not create podcasts?
- 2- Does the use of podcast result in a significant difference in speaking anxiety of EFL students who create podcasts and those who do not create podcasts?
- 3- What is the relationship between speaking anxiety and oral performance?
- 4- What are ELT students' perceptions of using podcasts?

In relation to the first research question, students' oral performances were found to be related to the use of podcasts. In other words, the oral performances of the students in the experimental group improved far more than those of the students in the control group. It can be concluded that getting higher oral performance score depends on using podcasts or not.

Validating the finding above, at the end of the study, while the students in the experimental group evaluated their oral performance as good and sufficient, most of the students in the control group said that their oral performance was not good, sufficient, fluent, etc.

It is also important that most of the students in the experimental group (12 of them) believed that the reason for the improvement in their oral performance was podcasting.

As stated in the literature review chapter, the use of podcasts in education is mostly limited to recording and broadcasting lectures, improving listening, and pronunciation. However, there are some attempts to integrate podcasts into the

curriculum to improve language skills including speaking and listening (Bird-Soto and Rengel, 2009). As a result of this, it is not possible to compare the result of the first question to studies examining the relationship between oral performance and podcasting.

However, the results are parallel to what was said in previous studies on the possible uses and benefits of podcasts. Sze (2006) claimed that through practice and rehearsal, podcasts provide perfection. It can be said that through the practice during podcasting, the students in the experimental group reached a higher, compared to the students in the control group, level of oral performance.

When the students' perceptions about podcasting taken into consideration, their claim that with podcasting they could practice, recycle and as a result, use the structures better confirmed above mentioned study of Sze (2006).

As for the second question, a negative relationship between podcasting and speaking anxiety was found. That is to say, the students who used podcasts had lower speaking anxiety than the students who didn't.

Besides the result of t-test, the effect of podcasts on decreasing speaking anxiety was also validated by the students' perceptions of podcasts which were examined in the interviews. In the interviews investigating how students believed podcasts affected their speaking anxiety, the students stated that podcasts had a positive impact to decrease it and helped them feel less or not anxious and more comfortable. In that sense, the relationship between podcasting and speaking anxiety corroborate with Gardner, Day and MacIntyre's (1992) and Sze's (2006) statements. They proposed that podcasting reduces the anxiety caused by real-time interaction as it involves performing 'behind the scenes' (Sze, 2006, p.122).

The effect of podcasting, as an asynchronous CMC tool, on decreasing speaking anxiety also confirmed Beauvois's (1998), Warschauer's (1996) and Arnold's (2007) claims that CMC decreases anxiety.

Although studies proposed the possible effect of podcasts on decreasing anxiety, there haven't been any studies so far which aimed to decrease speaking anxiety through podcasting. Therefore, the results of podcasting on speaking anxiety cannot be compared to the results of this study.

Related to the third question, this study revealed a negative correlation between speaking anxiety and oral performance.

In the interviews, when the students were asked to evaluate their oral performance and the factors affecting it, the students in the experimental group related them with anxiety saying that their oral performance got better because they didn't feel anxious or stressed any more.

The fact that the students' own statements about oral performance referred to anxiety indicated the relationship between speaking anxiety and oral performance. In that sense, the results of the third research question were parallel to the previous studies which revealed that relationship (Lucas, 1984; Price, 1991; Phillips, 1992; Woodrow, 2006).

As stated earlier, interviews were used in this study in order to validate the results of quantitative data, i.e. the questionnaires and test scores, and gain deeper understanding of the issues examined. One of these questions in the interviews investigated the activities and situations which the students believed to be anxiety-provoking. The analysis of the interviews revealed that some of the activities and situations mentioned as anxiety provoking in this study confirmed the previous studies. These are speaking in front of the class (Young, 1990; Koch and Terrell,

1991; Hurd, 2007), being called on by the teacher (Donley, 1997), and fear of being judged by friends (Jean, 2003; Chan and Wu, 2004; Aragão, 2011).

The interviews also asked the students to define what activities and situations were anxiety-free. The following activities and situations were shared by this study and previous studies; pair work (Koch and Terrell, 1991) and teacher's attitude and motivating students (Palacios, 1998; Aydin, 1999)

As for the fourth research question, interviews investigating the students' perceptions of podcasts supported the potential and the present uses of podcasts. Two of these, improving speaking through practice and rehearsal, and decreasing anxiety, were mentioned above. The rest of them will be discussed here. About the effects of podcasting on oral performance, the students stated that thanks to podcasts, they improved their pronunciation and intonation. Podcasts gave the students the opportunity to improve their listening, speaking, and pronunciation not by providing them real or teacher-made podcasts which show them how to do it as proposed by Bird-Soto and Rengel (2009) and Fox (2008) but through the students' own attempt to learn and improve pronunciation and intonation in order to sound natural and correct in podcasts.

Students' answers also showed that they paid more attention to accuracy, context and fluency when they talked in podcasts since they said they knew that someone would listen to them. This was parallel to Sze's (2006) statement, which refers to the effect of podcasts on accuracy resulting from students' feeling that they have a real audience.

Another effect of podcasting on oral performance, according to the students, was its giving the students opportunity to recycle and learn new words and collocations. The students said that in order to create a podcast on a subject studied

in the class, they needed to revise them and this created a great reason and chance to recycle them. The students also stated that they needed to learn new words and collocations while creating podcasts, which they also found useful to expand their vocabulary.

Students' learning new words and collocations supported Arnold's (2007) claim that CMC increases students' productivity. Although he claimed that the effect can be provided by synchronous CMC, this study showed the effect of asynchronous CMC on increasing students' productivity.

When evaluating each podcast they created, some of the students found some topics, such as expressing their ideas, more demanding but also more rewarding.

The students also said that podcasts were useful when they had been absent from the class because in order to create the podcast, they had to check and learn the subject.

These two ideas were parallel to the uses and features of podcasts proposed by Dudeney, G. and Hockly (2007).

In conclusion, this study revealed the effect of podcasting on oral performance and anxiety; supported the relationship between anxiety and performance, and the perceptions of students about podcasts.

### 5.1. Implications

This study has several implications for researchers in education field and teachers. First of all, the results revealed the effect of podcasting on speaking anxiety and oral performance of the students. The effect was validated by the students' perceptions which were investigated in the interviews. Thus, the present study provided evidence for the potential future uses of podcasting. Therefore, based on the

findings of this study, teachers should integrate podcasting into their classes and investigate its effects.

Second, the present study contributed to the findings of the previous studies which found a negative relationship between anxiety and performance. Furthermore, it provided the idea of using a CMC tool for the digital native students to overcome this negative relationship. It reached its aim and was able to prove the effectiveness of the idea.

Finally, the present study, provided insights into the students' perceptions of speaking, anxiety provoking and anxiety-free components of language class, factors affecting oral performance, podcasts, their effects on anxiety and performance, the benefits of using podcasts, the difficulties the students faced when creating and broadcasting them, the topics of the podcasts which were created during the study.

About speaking, the present study showed that it is an anxiety provoking skill and confirmed previous studies. Additionally, it showed teachers what kind of in-class activities and situations they must have or avoid in their teaching practices in order to overcome speaking anxiety. Therefore, considering the negative effect of anxiety on performance and the effectiveness of podcasting on it, the present study underlined the importance of teachers' and researcher' conducting studies to overcome anxiety and investigating the effect of podcasting on the anxiety of different students in different context.

Related to podcasting, the findings of this study indicated positive attitudes towards the use of podcasts. The findings also provided evidence of the effect of podcasting on improving pronunciation and intonation; expanding vocabulary; and increasing self-confidence and suppressing shyness as well as on the issues examined in this study- i.e. speaking anxiety and oral performance.



The present study also revealed the possibility and efficiency of using an asynchronous CMC tool in the context the present study was conducted- Turkish EFL students at high school level.

## 5.2. Limitations

It is necessary to mention some limitations in this study. First limitation is that as the study examines the use of a technological device, the conditions in which the students study and prepare podcasts, and the previous experience in Internet based tools may differ in different contexts throughout the country.

Second limitation is the issue of generalizability since the number of the participants was 30, the results of this study cannot be generalized.

The third limitation is that due to the conditions of the school where the study was conducted, the teachers of the control and experience group were not the same, which might have affected students' perceptions about teacher attitudes in the class.

The fourth limitation is that although the students in the experimental group created podcasts in addition to the speaking activities in the coursebook, the students in the control group didn't have such additional activities. The speaking activities they did were limited to in-class activities, i.e. activities in the book and supplementary activities provided by the teacher.

The fifth limitation is due to the oral performance test used in the study. The students were given the same test before and after the study instead of another version of the test used before the study.

Although the present study had the above-mentioned limitations, it provided evidence and created a basis for further study.

### 5.3. Recommendations for Further Research

Considering the negative effect of anxiety on performance and the effectiveness of podcasting on it, teachers and researchers should conduct studies to overcome anxiety and investigate the effect of podcasting on the anxiety of their students in their context.

Teachers should investigate the use of podcasts, which proved its effect on anxiety and performance, in their contexts. Further studies should be conducted on the effect of podcasting on improving pronunciation and intonation; expanding vocabulary; and increasing self-confidence and suppressing shyness, which students said to be affected by podcasting positively.

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## APPENDICES



## Appendix 1 Anxiety Questionnaire

		Strongly Agree	Agree	Nor Disagree	Disagree	Strongly Disagree
1.	I would feel more confident about speaking in class if we practiced speaking more.					
2.	I would feel less self-conscious about speaking in class in front of others if I knew them better.					
3.	I feel very relaxed in class when I have studied a great deal the night before.					
4.	I am less anxious in class when I am not the only person answering a question.					
5.	I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up.					
6.	I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.					
7.	I enjoy class when we work in pairs.					
8.	I feel more comfortable in class when I don't have to get in front of the class.					
9.	I would enjoy class if we weren't corrected at all in class.					
10.	I am more willing to speak in class when we discuss current events.					
11.	I would get less upset about my class if we did not have to cover so much material in such a short period of time.					
12.	I enjoy class when we do skits in class.					
13.	I would feel better about speaking in class if the class were smaller.					
14.	I feel comfortable in class when I come to class prepared.					
15.	I am more willing to speak in class when we have a debate scheduled.					
16.	I am less anxious in class when I am not the only person answering a question.					
17.	I like going to class when we are going to role play situations.					
18.	I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes and, it were not such a big deal to make a mistake.					



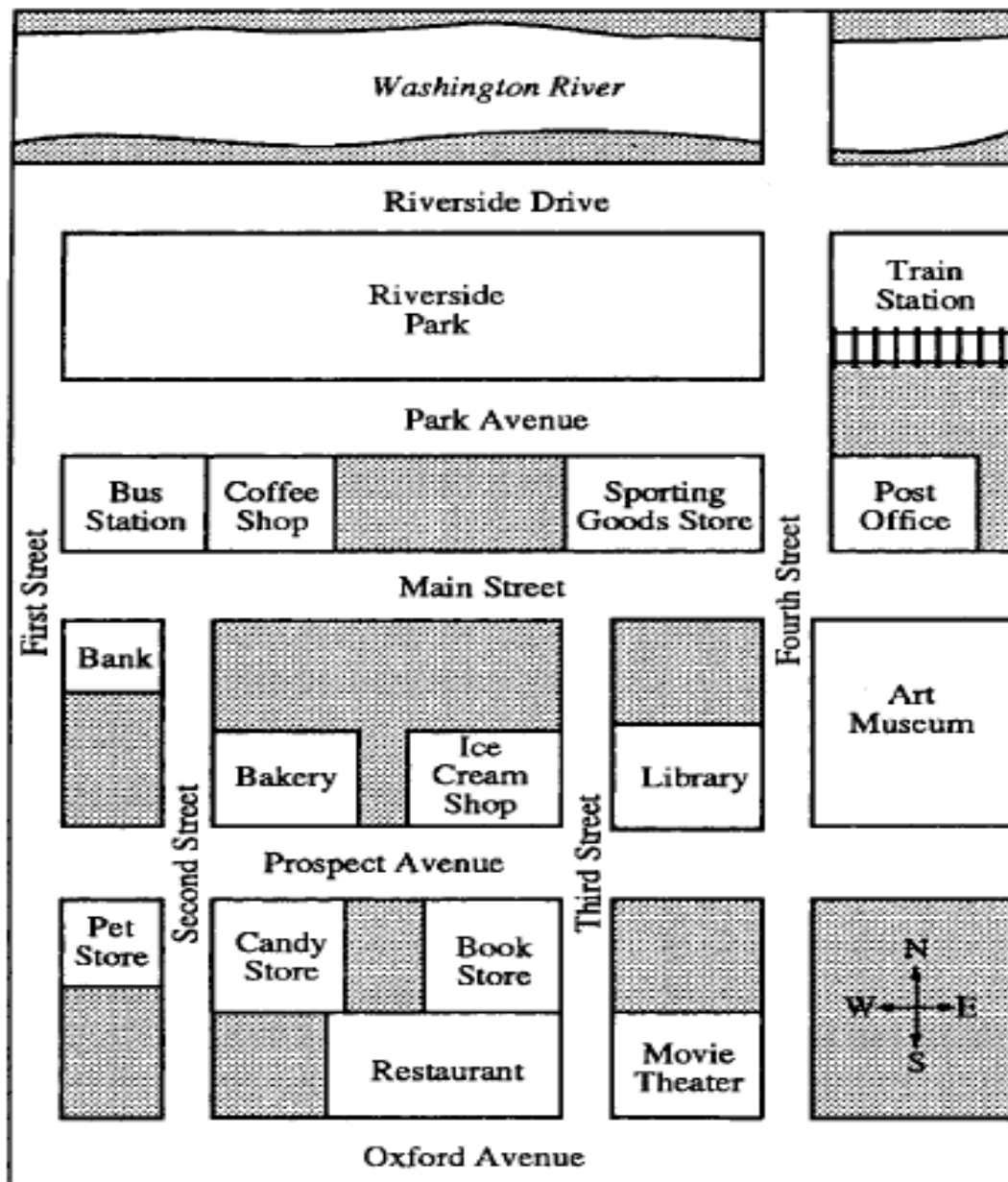
19	I prefer to be allowed to volunteer an answer instead of being called on to give an answer.					
20	I am more willing to participate in class when the topics we discuss are interesting.					
21	I would be less nervous about taking an oral test in the foreign language if I got more practice speaking in class.					
22	I enjoy class when I can work with another student.					
23	I would feel uncomfortable if the instructor never corrected our mistakes in class.					
24	I feel uneasy when my fellow students are asked to correct my mistakes in class.					

Appendix 2 Anxiety Questionnaire (Turkish Version)

		Kesinlikle katılıyorum	Katılıyorum	Emin değilim	Katılmıyorum	Kesinlikle katılmıyorum.
25.	Daha çok konuşma pratiği yapsaydık, sınıfta konuşma konusunda kendime daha çok güvenirdim.					
26.	Sınıftakileri daha iyi tanısaydım, sınıfta başkalarının önünde konuşurken daha az çekinirdim.					
27.	Önceki akşam konuya çok çalıştıysam, sınıfta çok rahat hissederim.					
28.	Tek cevap veren ben olmadıgımda sınıfta daha az gergin hissederim.					
29.	Yabancı dili oldukça iyi konuştuğumu biliyorum ama not verildiğini bildiğimde karıştırıp hata yapıyorum.					
30.	Yanlış konuşmaktan bu kadar korkmasaydım cevap vermeye daha istekli olurum.					
31.	İkili çalıştığımızda dersten zevk alırım.					
32.	Sınıfın önüne çıkmam gerekmediğince kendimi daha rahat hissederim.					
33.	Hatalarımız hiç düzeltilmeseydi dersten zevk alırdım.					
34.	Güncel konuları tartıştığımızda, sınıfta konuşmaya daha istekli olurum.					
35.	Kısa bir zamanda bu kadar çok materyali kullanmamız gerekmeseydi, daha az endişelenirdim.					
36.	Skeçler yaptığımızda dersten zevk alırım.					
37.	Sınıf daha küçük olsaydı sınıfta konuşma konusunda daha iyi hissederdim.					
38.	Derse hazırlıklı geldiğimde kendimi rahat hissederim.					
39.	Tarihleri belirlenmiş münazara konuları olduğunda, sınıfta konuşmaya daha istekli olurum.					
40.	Tek cevap veren ben olmadıgımda sınıfta daha az gergin hissederim.					
41.	Canlandırma yapacağımız zaman derse gitmekten hoşlanırım.					
42.	Herkesin hata yaptığı ve hata yapmanın çok büyük bir sorun olmadığı herkesçe bilindiğinde, sınıfta konuşurken daha az çekingen olurum.					
43.	Cevap vermek için seçilmektense cevap vermeye gönüllü olmama izin verilmesini tercih ederim.					

44.	Tartıştığımız konular ilgi çekici olduğunda derse katılmaya daha istekli olurum.					
45.	Sınıfta daha çok konuşma pratiği yapsaydım, yabancı dilde sözlü bir sınava girme konusunda daha az gergin olurdu.					
46.	Başka bir öğrenciyle çalışabildiğimde dersten zevk alırım.					
47.	Öğretmen hatalarımızı hiç düzeltmeseydi rahatsız olurdu.					
48.	Sınıfta arkadaşlarımda hatalarımı düzeltmesi istendiğinde endişelenir ve rahatsız hissederim.					

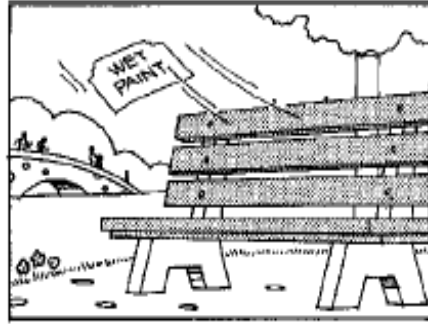
Appendix 3 Oral Performance Questions (TSE)



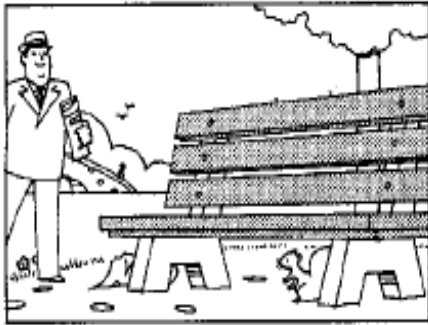
1. Choose one place on the map that you think I should visit and give me some reasons why you recommend this place.
2. I'd like to see a movie. Please give me directions from the bus station to the movie theater.
3. One of your favorite movies is playing at the theater. Please tell me about the movie and why you like it.



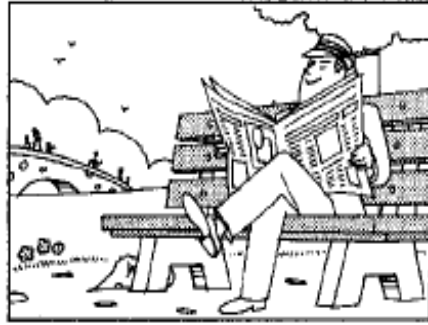
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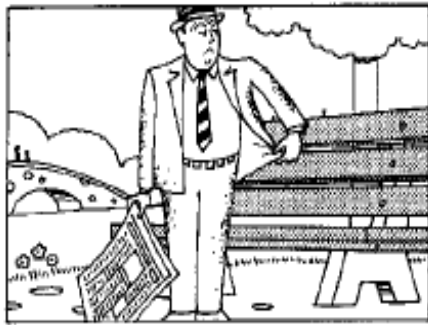
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5



6

Tell me the story that the pictures show.

## Appendix 4 TSE Rating Scale

### TEST OF SPOKEN ENGLISH (TSE) RATING SCALE

Approved by TSE Committee, December 1995

60 Communication almost always effective: task performed very competently.

Functions performed clearly and effectively  
Appropriate response to audience/situation  
Coherent, with effective use of cohesive devices  
Use of linguistic features almost always effective; communication not affected by minor errors

50 Communication generally effective: task performed competently.

Functions generally performed clearly and effectively  
Generally appropriate response to audience/situation  
Coherent, with some effective use of cohesive devices  
Use of linguistic features generally effective; communication generally not affected by errors

40 Communication somewhat effective: task performed somewhat competently.

Functions performed somewhat clearly and effectively  
Somewhat appropriate response to audience/situation  
Somewhat coherent, with some use of cohesive devices  
Use of linguistic features somewhat effective; communication sometimes affected by errors

30 Communication generally not effective: task generally performed poorly.

Functions generally performed unclearly and ineffectively  
Generally inappropriate response to audience/situation  
Generally incoherent, with little use of cohesive devices  
Use of linguistic features generally poor; communication often impeded by major errors

20 No effective communication: no evidence of ability to perform task.

No evidence that functions were performed  
No evidence of ability to respond appropriately to audience/situation  
Incoherent, with no use of cohesive devices  
Use of linguistic features poor; communication ineffective due to major errors

# Appendix 5 TSE and Speak Band Descriptor Chart

TSE AND SPEAK BAND DESCRIPTOR CHART					
	60	50	40	30	20
Overall features to consider:	<p>Communication almost always effective; task performed very competently</p> <p>Speaker volunteers information freely, with little or no effort, and may go beyond the task by using additional appropriate functions.</p> <ul style="list-style-type: none"> <li>Native-like repair strategies</li> <li>Sophisticated expressions</li> <li>Very strong content</li> <li>Almost no listener effort required</li> </ul> <p>Functions performed clearly and effectively</p>	<p>Communication generally effective; task performed competently</p> <p>Speaker volunteers information, sometimes with effort; usually does not run out of time.</p> <ul style="list-style-type: none"> <li>Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting</li> <li>Expressions sometimes awkward</li> <li>Generally strong content</li> <li>Little listener effort required</li> </ul> <p>Functions generally performed clearly and effectively</p>	<p>Communication generally effective; task performed competently</p> <p>Speaker volunteers information, sometimes with effort; usually does not run out of time.</p> <ul style="list-style-type: none"> <li>Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting</li> <li>Expressions sometimes awkward</li> <li>Generally strong content</li> <li>Little listener effort required</li> </ul> <p>Functions generally performed clearly and effectively</p>	<p>Communication generally not effective; task generally performed poorly</p> <p>Speaker responds with much effort; provides limited speech sample and often runs out of time.</p> <ul style="list-style-type: none"> <li>Repair strategies excessive, very distracting, and ineffective</li> <li>Much listener effort required</li> <li>Difficult to tell if task is fully performed because of linguistic weaknesses, but function can be identified</li> </ul> <p>Functions generally performed unclearly and ineffectively</p>	<p>No effective communication; no evidence of ability to perform task</p> <p>Extreme speaker effort is evident; speaker may repeat prompt, give up on task, or be silent.</p> <ul style="list-style-type: none"> <li>Attempts to perform task end in failure</li> <li>Only isolated words or phrases intelligible, even with much listener effort</li> <li>Function cannot be identified</li> </ul> <p>No evidence that functions were performed</p>
Functional competence is the speaker's ability to select functions to reasonably address the task and to select the language needed to carry out the function.	<p>Speaker is highly skillful in selecting language to carry out intended functions that reasonably address the task.</p>	<p>Speaker is able to select language to carry out functions that reasonably address the task.</p>	<p>Speaker often lacks skills in selecting language to carry out functions that reasonably address the task.</p>	<p>Speaker is unable to select language to carry out the functions.</p>	<p>Speaker is unable to select language to carry out the functions.</p>
Sociolinguistic competence is the speaker's ability to demonstrate an awareness of audience and situation by selecting language, register (level of formality) and tone, that is appropriate.	<p>Appropriate response to audience/situation</p> <p>Speaker almost always considers register and demonstrates audience awareness.</p> <ul style="list-style-type: none"> <li>Understanding of context, and strength in discourse and linguistic competence, demonstrate sophistication</li> </ul>	<p>Generally appropriate response to audience/situation</p> <p>Speaker generally considers register and demonstrates sense of audience awareness.</p> <ul style="list-style-type: none"> <li>Occasionally lacks extensive range, variety, and sophistication; response may be slightly unpolished</li> </ul>	<p>Generally appropriate response to audience/situation</p> <p>Speaker generally considers register and demonstrates sense of audience awareness.</p> <ul style="list-style-type: none"> <li>Occasionally lacks extensive range, variety, and sophistication; response may be slightly unpolished</li> </ul>	<p>Generally inappropriate response to audience/situation</p> <p>Speaker usually does not demonstrate audience awareness since register is often not considered.</p> <ul style="list-style-type: none"> <li>Lack of linguistic skills generally masks sociolinguistic skills</li> </ul>	<p>No evidence of ability to respond appropriately to audience/situation</p> <p>Speaker is unable to demonstrate sociolinguistic skills and fails to acknowledge audience or consider register.</p>
Discourse competence is the speaker's ability to develop and organize information in a coherent manner and to make effective use of cohesive devices to help the listener follow the organization of the response.	<p>Response is coherent, with logical organization and clear development.</p> <ul style="list-style-type: none"> <li>Contains enough details to almost always be effective</li> <li>Sophisticated cohesive devices result in smooth connection of ideas</li> </ul>	<p>Response is generally coherent, with generally clear, logical organization, and adequate development.</p> <ul style="list-style-type: none"> <li>Contains enough details to be generally effective</li> <li>Some lack of sophistication in use of cohesive devices may detract from smooth connection of ideas</li> </ul>	<p>Response is generally coherent, with generally clear, logical organization, and adequate development.</p> <ul style="list-style-type: none"> <li>Contains enough details to be generally effective</li> <li>Some lack of sophistication in use of cohesive devices may detract from smooth connection of ideas</li> </ul>	<p>Response is often incoherent, loosely organized, and inadequately developed or unfinished; discourse, often leave listener unclear</p> <ul style="list-style-type: none"> <li>Often lacks detail</li> <li>Some cohesive devices used as cohesive devices; (fall all</li> <li>Abrupt openings and closures</li> </ul>	<p>Response is incoherent.</p> <ul style="list-style-type: none"> <li>Lack of linguistic competence interferes with listener's ability to assess discourse competence</li> </ul>
Linguistic competence is the effective selection of vocabulary, control of grammatical structures, and accurate pronunciation along with smooth delivery in order to produce intelligible speech.	<p>Errors not noticeable</p> <ul style="list-style-type: none"> <li>Accent not distracting</li> <li>Range in grammatical structures and vocabulary</li> <li>Delivery often has native-like smoothness</li> </ul>	<p>Errors not unusual, but rarely major</p> <ul style="list-style-type: none"> <li>Accent may be slightly distracting</li> <li>Some range in vocabulary and grammatical structures, which may be slightly awkward or inaccurate</li> <li>Delivery generally smooth with some hesitancy and pauses</li> </ul>	<p>Errors not unusual, but rarely major</p> <ul style="list-style-type: none"> <li>Accent may be slightly distracting</li> <li>Some range in vocabulary and grammatical structures, which may be slightly awkward or inaccurate</li> <li>Delivery generally smooth with some hesitancy and pauses</li> </ul>	<p>Limited linguistic control; major errors present</p> <ul style="list-style-type: none"> <li>Accent very distracting</li> <li>Speech contains numerous sentence fragments and errors in simple structures</li> <li>Frequent inaccurate word choices; generally lack of vocabulary for task completion</li> <li>Delivery almost always plodding, choppy and repetitive; hesitancy and pauses very common</li> </ul>	<ul style="list-style-type: none"> <li>Lack of linguistic control</li> <li>Accent so distracting that few words are intelligible</li> <li>Speech contains mostly sentence fragments, repetition of vocabulary, and simple phrases</li> <li>Delivery so plodding that only few words are produced</li> </ul>

## Appendix 6 Interview Questions

### Pre- Interview (Anxiety and Oral Performance)

1. Şu anki İngilizce konuşma becerinizi değerlendiriniz.
2. Sizce, İngilizce konuşma becerinizi etkileyenler faktörler nelerdir?
3. Sizce, İngilizce konuşma becerinizi geliştirecek ders içi ve dışı etkinlikler nelerdir?
4. Sizin için, ders içinde İngilizce konuşmak stres verici, üzerinizde baskı ve gerginlik oluşturu bir etkinlik midir?
5. Ders içinde hangi durumlar ve ders aktiviteleri İngilizce konuşmayı stres verici, baskı ve gerginlik oluşturu bir etkinlik haline getirir?
6. Ders içinde hangi durumlar ve ders aktiviteleri İngilizce konuşurken rahat hissetmenizi sağlar?

### Post Interview (Anxiety and Oral Performance)

1. Şu anki İngilizce konuşma becerinizi değerlendiriniz.
2. Dönem başındaki İngilizce konuşma becerinizi ile şu anki becerinizi karşılaştırınız.
3. Dönem başındaki İngilizce konuşma becerinizi ile şu anki beceriniz arasındaki farkı etkileyenler faktörler nelerdir?
4. Sizin için, ders içinde İngilizce konuşmak stres verici, üzerinizde baskı ve gerginlik oluşturu bir etkinlik midir?
5. Ders içinde hangi durumlar ve ders aktiviteleri İngilizce konuşmayı stres verici, baskı ve gerginlik oluşturu bir etkinlik haline getirir?
6. Ders içinde hangi durumlar ve ders aktiviteleri İngilizce konuşurken rahat hissetmenizi sağlar?

### Interview on Podcast – (Pre- interview and Evaluating Each Podcast –Interview 1)

1. ‘Podcast’lerin İngilizce konuşma becerinize etkilerini değerlendiriniz.
2. ‘Podcast’lerin İngilizce konuşurken hissettiğiniz stres ve gerginliğe etkisini değerlendiriniz.
3. ‘Podcast’ hazırlarken karşılaştığınız güçlükler nelerdir?
4. Şu ana kadar hazırladığınız ‘Podcast’leri değerlendiriniz. (güçlükler, faydalar, ‘Podcast’ konusu)
  - a) My family:
  - b) My friend:
  - c) Introducing someone:
  - d) Like/ don’t like

### Interview on Podcast (Evaluating Each Podcast –Interview 2)

1. Hazırladığımız ‘Podcast’leri değerlendiriniz. (güçlükler, faydalar, ‘Podcast’ konusu)
  - a) Hobbies :
  - b) Education in Turkey:
  - c) Schools at home:
  - d) Describing a Picture:

### Interview on Podcast – (Evaluating Each Podcast –Interview 3 and Post Interview)

1. ‘Podcast’lerin İngilizce konuşma becerinize etkilerini değerlendiriniz.



2. 'Podcast'lerin İngilizce konuşurken hissettiğiniz stres ve gerginliğe etkisini değerlendiriniz.
3. Hazırladığınız 'Podcast'leri değerlendiriniz. (güçlükler, faydalar, 'Podcast' konusu)
  - a) Music festivals in Turkey:
  - b) National parks in Turkey
  - c) Describing an animal