



**T.R.
MUSTAFA KEMAL UNIVERSITY
SOCIAL SCIENCES INSTITUTE
DEPARTMENT OF FOREIGN LANGUAGE TEACHING**

**EFFECTS OF PODCASTS ON 9th GRADE
STUDENTS' ATTITUDES TOWARDS FOREIGN
LANGUAGE LEARNING AND THEIR
LISTENING SKILLS IN HATAY**

MASTER'S THESIS

**Prepared by:
Mehmet ŞENGÜL**

**Supervisor:
Assist. Prof. Dr. Nurcan KÖSE**

Hatay-2014



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ONAY

Mehmet ŐENGÜL tarafından hazırlanan “**Effects of Podcasts on 9th Grade Students’ Attitudes towards Foreign Language Learning and Their Listening Skills in Hatay**” adlı bu alıřma jüri tarafından lisansüstü öđretim yönetmeliđinin ilgili maddelerine göre deđerlendirilip oybirliđi / oyokluđu ile **YABANCI DİLLER EđİTİMİ ANA BİLİM DALINDA YÜKSEK LİSANS TEZİ** olarak kabul edilmiřtir.

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Mehmet ŐENGÜL tarafından hazırlanan “**Effects of Podcasts on 9th Grade Students’ Attitudes towards Foreign Language Learning and Their Listening Skills in Hatay**” adlı bu tez alıřmasının yukarıda imzaları bulunan jüri üyelerince kabul edildiđini **onaylarım**.

Do. Dr. Halil DEMİRER
Enstitü Müdürü

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**EFFECTS OF PODCASTS ON 9th GRADE STUDENTS' ATTITUDES
TOWARDS FOREIGN LANGUAGE LEARNING AND LISTENING SKILLS
IN HATAY**

Mehmet ŞENGÜL

**Mustafa Kemal University, Institute of Social Sciences
Department of Foreign Language, Master's Thesis, 2014**

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ABSTRACT

In this study, podcast technique has been implemented in three 9th grade classes at a public high school to see the effects of podcasts on the students' attitudes towards foreign language learning and listening skills. The study was conducted with 96 9th grade students as an empirical study in which both experimental group and control group were included. Control group, on the other hand, involved 90 9th grade students. The research was carried out in Hatay in 2013.

During the study a constructivist approach and Computer-Assisted Language Learning method were adopted. The data collection and data analysis were done via adopting a mainly quantitative approach, yet qualitative approach was used to see the students' and teachers' opinions about the implementation. Data were obtained from pre-test and post-test of Attitude Questionnaire, Teacher and Student Reflection Sheet.

In order to achieve the aim of the study, the students' attitudes towards foreign language learning and listening skills were elicited at the beginning of the implementation and at the end of the implementation. To examine the effects of podcast implementation on the students' attitudes, we applied a podcast each week with a certain topic designed considering two important issues; one of which is about the characteristics of the students and the other is related to curricula and teachers' course plan. As of the characteristics of the students, information about their gender,

age, interests was gathered from their teachers and was taken into account while creating the topics. What is more, information about the curricula and course plans was taken from the teachers to devise the topics.

As an improvement in their performance was witnessed after a reasonable duration of using podcasts, it is suggested that the findings of the study may have significant implications for the use of podcasts to enhance students' attitudes towards foreign language learning and listening skills.

Above all, the students liked the podcasts and desired its use in their future classes. It is highly recommended that the use of podcasts be employed in listening exercises as an aiding tool in the foreign language education environment for a whole year.

KEY WORDS

Computer-Assisted Language Learning (CALL), Podcast, Attitude, Foreign Language Education

**HATAY'DA YABANCI DİL ÖĞRENİMİNE VE DİNLEME BECERİLERİNE
YÖNELİK 9. SINIF ÖĞRENCİLERİN TUTUMU ÜZERİNE
PODKESTLERİN ETKİSİ**

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ÖZET

Bu araştırmada Podcast tekniği Podcastlerin öğrencilerin yabancı dil öğrenimi ve dinleme becerilerine yönelik tutumları üzerindeki etkisini görmek için bir devlet okulundaki üç adet 9. sınıfta uygulanmıştır. Araştırma deney ve kontrol gruplarının yer aldığı deneysel bir çalışma olarak 96 9. sınıf öğrencisi ile yürütülmüştür. Kontrol grubu ise 90 9. sınıf öğrencisinden oluşmaktadır. Araştırma 2013 yılında Hatay'da gerçekleştirilmiştir.

Çalışma boyunca, yapılandırıcı bir yaklaşımı ve bilgisayar destekli dil öğretimi metodu benimsedik. Data toplama ve data analizinde ağırlıklı olarak nicel yaklaşım benimsenmesine rağmen uygulama hakkında öğrencilerin ve öğretmenlerin görüşlerini görmek için nitel yaklaşımdan da faydalanılmıştır. Data Tutum Ölçeğinin ön-test ve son-test olarak uygulanması ve Öğretmen ve Öğrenci Görüşme Formu ile elde edildi.

Çalışmanın amacına ulaşmak için, yabancı dil öğrenimine ve dinleme becerilerine yönelik öğrencilerin tutumları çalışma öncesi ve çalışma sonrası olarak ortaya çıkarıldı. Podcast kullanımının öğrencilerin tutumları üzerindeki etkisini incelemek için iki önemli durumu göz önünde bulundurarak belirli bir konu dahilinde haftada bir podcast uyguladık, bu durumlardan biri öğrencilerin özellikleri ve diğeri ise müfredat ile öğretmenlerin ders planlarıdır. Öğrencilerin özellikleri ile ilgili olarak, öğrencilerin cinsiyet, yaş ve ilgi bilgileri öğretmenlerinden elde edilmiş ve

konuları oluřtururken bu kriterler göz önünde bulundurulmuřtur. Ayrıca, müfredat ve öğretmenlerin ders planları ile ilgili bilgi de konuları hazırlamak için öğretmenlerden alınmuřtır.

Podcast makul bir süre uygulanmasından sonra performanslarında bir gelişme gözleendiğinden dolayı çalışma sonuçlarının yabancı dil öğrenimi ve dinleme becerilerine yönelik öğrencilerin tutumlarının podcast kulamı ile geliştiğı yönünde önemli anlamlar ortaya çıkardığı düşünülmektedir.

Sonuç olarak öğrenciler podcastleri sevdi ve ilerideki derslerinde de kullanılmasını talep ettiler. Podcast kullanımının bir yıl boyunca yabancı dil eğitimi ortamında yardımcı bir araç olarak dinleme etkinliklerinde kullanılması önerilmektedir.

ANAHTAR KELİMELE

Bilgisayar Destekli Dil Öğretimi, Podcast, Tutum, Yabancı Dil Eğitimi

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LIST OF ABBREVIATIONS

EG: Experimental Group

CG: Control Group

EFL: English as a Foreign Language

ESL: English as a Second Language

CALL: Computer-Assisted Language Learning

MONE: The Ministry of National Education

AQtE: Attitude Questionnaire towards English

CHAPTER 1

INTRODUCTION

This study primarily focuses on the effects of podcasts on 9th grade students' attitudes towards foreign language learning and their listening skills. Although there are some limitations to the study, it is presupposed that it will present some crucial results based on the efficiency of the implementation of podcasts in foreign language classes.

In this part, the study's background is outlined. In addition to this, the purpose of the study along with its importance, limitations, assumptions, organization and definitions are presented.

1.1. Background of the Study

There are various definitions of education among the theorists. To start with, "Education consists of the processes in which an individual can make a change in his/her own behavior on purpose and voluntarily through his/her life" (Ertürk, 1994). As Ertürk focuses attention to "change in behavior", it can be deduced that learners need to transfer what is learned to life so that they may apply the acquired knowledge into the situation when necessary. Likewise, Tyler (1949) defined education as the process of changing the behaviors of individuals which might imply that the more long-lasting an action learned is, the nearer it is to an education border. An individual learner needs to obtain the information deliberately; otherwise, the learned feed would disappear in the long term. Taking both Ertürk and Tyler into account, education is somewhat a matter of process; that is, it may not take place urgently for some in a day or week as it must be better connected to the previous information through the process.

In this regard, Carter (1973) proposed that an education is a social process consisting of an environment in which individuals can develop their social skills and personal development. Since human beings inhabit society, the learned information could be employed in taking part in a social environment. It is also stressed that personal development should not stop during one's life, and is more likely to take place via lifelong learning. Schools no longer stand as the sole centers of information

for learners. Hyland (2004) carried out a study related to the impact of out-of-class activities on learning English with 208 students and 20 teachers. The results showed that successful EFL learners participated in different activities in the target language out of school. Hence, it must be useful for directing learners to take part in activities outside of school related to what they have learnt in class, by means of which they are more likely to transfer information to long-term memory. The gap between linguistic study and use of language is bridged through out-of-class activities (Fried-Booth, 2001).

As the study was conducted in Turkey, giving brief information about the Turkish education system is thought to be beneficial. The basic form of the Turkish National Education System involves non-compulsory pre-school education, compulsory primary (elementary and middle school) and secondary (high school) education, and higher education. Students start primary education at the age of 5.5 (66 months), which lasts for eight years and consists of elementary and middle school education, at four years each. Secondary education also lasts for four years and is divided into two categories: “General High School Education” and “Vocational and Technical High School Education.” Entry into such categories is made through composite scores gained from a centralized exam for secondary schools.

Having defined education in general and the education system in Turkey, it is wise to discuss the importance of language education due to the fact that the study is on language education in Turkey. Language education carries great importance in today’s technological and global world. In other words, the importance of language education can dwell on globalization and technology. Kramsch & Thorne (2002) argue that information technology and globalization have led to a reconceptualization of language teaching and learning. In this global environment, cultural interaction and different needs result from advancement in communication, transportation and technology. In this respect, people feel the necessity for effective language use in their lives to cope with challenges and changes in society.

The advancements in life mentioned above result in many changes in foreign language education so as to help learners acquire the target language. From Edelson’s point of view (1996, in Driscoll 2000), “the potential is there for

technology to play a revolutionary role in supporting new forms of learning conversations in educational settings". In the past, a foreign language used to be taught mainly through translation, by means of which students would learn the linguistic rules of the target language though they had many difficulties when it came to communication. This method has taken on a more communicative character, giving students more chances to use the information. While in the past teachers were the center of language education, showing the rules to the learners, student-centered education has gained much more importance through giving responsibilities to the learners in taking part in classroom activities. Furthermore, language teaching has changed from deductive to an inductive method so that learners can build the target information by themselves. One of the most outstanding outcomes of technology could be conceived as computers, which can employ multi-functionality in language classes. Their multi-functionality varies from making survey, watching the news or series, to maintaining documents.

Considering the developments mentioned above, it is certain that the use of computers in education gives teachers, especially language teachers, extra power to help students acquire their target focus and get engaged in activities. According to Szendeffy (2008), the use of computers frees EFL teachers from anxiety in providing exercises to learners, and can help the teacher to use audio and visual materials. An example of this could be showing the class an original radio broadcast or part of a movie. Therefore, authentic scenes or audio materials not only make students witness the original use of the target language but also foster in them the ability to make their own sentences. Hoven (1999) alleges that computers permit learners to learn a foreign language independently. Beside this, the internet, when applied in language classes, may aid them by providing the chances to put up with the feedback of teachers.

While there have been such changes in FLE, it was witnessed before the study that foreign language education in Turkey comprised two crucial problems due to which students cannot improve their foreign language skills. One of them is related to the consciousness of students on the importance of learning and using a widely spoken foreign language. Learning a foreign language gains much popularity since it helps people to obtain a new competence level. Therefore, needless to say,

the more foreign languages individuals learn, the better communication and interactions they can have. Therefore, learning a language spoken widely in the world is a crucial step for success in life. Another problem concerns limited learning. It is accepted that education is a social process consisting of an environment in which individuals can develop their social skills and personal development. Personal development is not something that stops somewhere through one's life, but should be a lifelong learning process. The problem that emerges is that high school students in Turkey are not lifelong learners.

1.2. Purpose of the Study

This research aims to identify changes in 9th grade students' attitudes to foreign language learning and listening skills after exposure to podcasts over six weeks. It reveals high school students' attitude levels towards foreign language learning and listening skills before and after the implementation. In this way, it improves high school students' listening skills through podcasts. Since Turkish and English carry a lot of differences in linguistic terms such as syntax, grammar and word formation, learners experience great challenges while listening. Although they catch some words, the major challenge is that they cannot shape those words in a meaningful sentence so that they can reach the message. Rost (1990) claimed that a listener not only gets the message, but also recreates the meaning.

Considering the problem mentioned above, that students are generally engaged in test materials rather than meta-cognitive strategies or activities also leads to their failure in listening. As they focus on the products of their learning, the process is unfortunately ignored. Chamot (1995) strongly supports the importance of process in listening skills. Time allocated for listening exercises in class is limited, which causes a great challenge. Students need to be motivated to spend time on activities related to listening skills outside of the class.

To reach the purpose of the study, we compare the scores of Attitude Questionnaires of English from students in a 9th Grade experimental group at a high school in which podcast activities were also applied to students in a control group at the same level, carrying existing programs and the syllabus. Likewise, it aims to determine the views of students and the teacher regarding courses studied with podcast activities.

McKinney & Page (2009) indicate that there are distracters in class and that students are likely to miss some points. Podcast use in classes is supposed to encourage learners to be willing to expose themselves to more listening activities instead of giving up due to boredom. Having the chance to access podcasts whenever they want is presupposed to relax them and present an opportunity to extend the time spent on listening exercises. To sum up, the study plans to gather information on whether any changes in the attitudes of 9th grade students to foreign language learning and listening skills occurred during podcast exposure.

1.3. Importance of the Study

Bilingualism, Multilingualism or simply learning a second, foreign language is widely approved all over the world and people are reinforced to do so throughout their lives. This might result from a lack of qualified workers, learning a commonly spoken foreign language and being able to communicate in that language for international, political, social cultural and financial issues. Therefore, foreign language teaching and learning has gained much more importance in Turkey as students start to learn English as a foreign language at the second grade at primary school. The latest studies have shown that students should not be limited to classroom activities. Instead, students are better when motivated and directed to spending time on the target language outside the classroom.

Foreign language teaching and learning appear insufficient due to various problems related to foreign language teaching in Turkey. Podcast use provides students with opportunities to take part in different activities appealing to their interests and ages. Likewise, it helps student-centeredness, giving them the responsibility to study on their own by reinforcing target-language use so that they may discover context and meanings, since they have the chance to listen to podcasts whenever they want. This can be considered suitable to finding a solution to the problems mentioned above in foreign language teaching and learning in Turkey. It is supposed that no research has been done in Turkey to examine the effects of podcast use on learners' attitudes at 9th grade. Thus, this study sheds light on the subject, encouraging future studies.

1.4. Limitations of the Study

There are some limitations to this study. The first is that schools and teachers are different in the experimental and control groups. Since the learners are at the same age, and their distribution in terms of gender and other criteria were similar, it can be presupposed that they will show similar performances.

The second limitation is that the study is focused on three 9th grade classes in Hatay, and it should be applied to more classes to expand the scope of the application. The study was led by just two teachers, along with the researcher himself.

The third limitation is related to the period of the application. As process is significantly located at the center of this research, some more time would have been useful for obtaining results which reflect greater accuracy.

1.5. Assumptions of the Study

1. Experimental and control groups did not influence each other and application materials were used only in the experimental group.
2. The teachers and the students answered the questions asked in questionnaires and reflection sheets sincerely.
3. The sample chosen represents the population.

1.6. Organization of the Study

The current study contains six chapters. Chapter 1 is the introduction chapter in which the background of the study along with its purpose, importance, limitations, assumptions, organization and definitions are dealt with. Besides, the research questions on which the research is based are presented and the organization of the thesis is given in this chapter.

In Chapter 2 a review of the literature is given. The studies related to constructivism, language education, epistemology of foreign language education in Turkey, problems of foreign language education in Turkey, Computer-assisted Language Learning (CALL), podcasts and their use in foreign language education, importance of listening in foreign language education, attitude towards foreign language education and related studies on the effects of podcasts are examined.

Chapter 3 presents the methodology of the study and describes the main educational research paradigms, the design of the study, the participants, application of podcasts, ethical issues, the data collection tools, data collection procedure, data analysis and variables.

Chapter 4 is the presentation of the results. The statistical analysis of the research results and findings from reflection sheets are included in this part.

Chapter 5 is dedicated to discussing the research questions and the items inside the questionnaire in the light of findings gained from Chapter 4. At the end of the study, the summary and the conclusion of the study will be presented considering the result analysis and suggestions for further research.

1.7. Definitions

Constructivism: The general notion in which learners structure their own knowledge within the framework of experience is based on Constructivism (Fosnot, 1996). They learn through being active in maintaining a definite piece of authentic work instead of passively taking part in a collaborative learning environment.

Foreign Language Education (FLE): This refers to a language that is not the mother tongue of a lot of people in a particular region, is not employed as a medium of instruction in the education environment and is not widely spoken as a means of communication in society (Richards & Schmidt, 2002).

Computer-Assisted Language Learning (CALL): Computer-assisted Language Learning refers to the research for and study of application programs of the computer in language learning and teaching (Levy, 1997).

Podcast: It refers to a program available in digital format as audio (mp3) or video (avi) for automatic download over the internet (Fose & Mehl, 2007).

CHAPTER 2

THEORITICAL FRAMEWORK AND LITERATURE REVIEW

2.0. Introduction

Recent studies have found that learning should not be rote but must include a meaningful systematic series of actions whereby: the student is focused, not the teacher. Learning gets more meaningful once students are presented with an environment in which they can actively take part to create, comprehend and make a connection with knowledge (McCombs & Whistler, 1997). It is obvious that students should be responsible for constructing a habit of active learning. The teacher's role is like a conductor, assisting them with the construction. The shift from a traditional framework to adopting a more constructivist method is difficult. Nonetheless, this change is of great importance in placing the student at the core of learning.

Since it shapes our framework for this study, we will start with constructivism, which impacts all education, as well as language education. Jones & Brader-Araje (2002) stated that one of the major contributions of constructivism to language education is the change from "knowledge as a product to knowledge as a process." Therefore, after discussing constructivism, we will discuss language education, in particular foreign language education, since the study will be carried out in a foreign language class within the context of constructivism instead of the traditional way. Studying epistemology and problems of FLE in Turkey will present a basis for understanding the importance of the study. In addition to constructivism in foreign language learning, computer-assisted language learning provides a vital advancement, which will be held after language education in this chapter. Out of a number of tools of CALL, we chose podcasts to help increase students' attitudes and listening skills.

Consequently, the relevant literature will be reviewed to clarify and supply a theoretical framework for the research in this chapter. The aim is to give background information about constructivism, language education, epistemology and problems of foreign language education in Turkey, Computer-Assisted Language Learning (CALL), Podcasts and their use in foreign language education, the importance of listening in EFL, attitudes towards FLE, and related studies as well as a conclusion.

2.1. Constructivism

Driscoll (2000) claims that constructivism has various bases in both psychology and philosophy. Piaget (1973) forms cognitive and developmental frames, Vygotsky (1978) and Bruner (1966) emphasize the interaction and cultural frames, von Glasersfeld (1996) discusses it epistemologically and Thomas Kuhn (1970) provides paradigm and scientific revolutions in terms of postmodernism. For Perkins (1991), learners actively construct knowledge while attempting to comprehend their experiences.

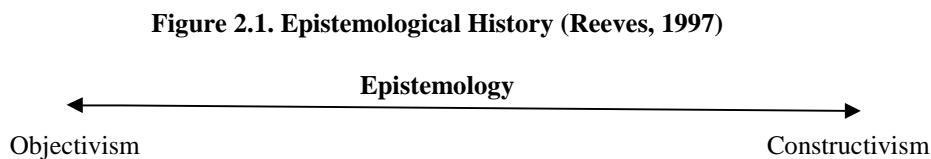
Contemporary constructivism approaches are derived from Piaget. He concluded that acquiring knowledge occurs through a process of self-construction wherein knowledge is constructed and reconstructed by interaction with the environment. Accordingly, the direct experience of children and the way they interact with their surroundings at various stages was stressed in the previous constructivist prospect. Those prospects are no longer supported by contemporary constructivists; however, it is claimed that interaction with a rich learning environment constructs learning.

Bruner (1966) suggests that one discovers the truth intentionally. Discovery of the truth consists of the expectation of realizing surrounding relations. This expectation helps children create strategies for those relations. Much like Bruner, for Vygotsky (1978) development and learning cannot be accounted for unless social and cultural context is included. Therefore, a social relationship enables development as language can serve as a tool for interaction with others. He proposes that learning exists as a socio-cultural invention while language has a major role in learning.

According to Kuhn (1970), learners invent their learning with constant reconstruction of their thoughts as well as experience. Their sense and self-constructed meanings enable their understanding about the environment. Likewise, von Glasersfeld (1996) claims that interpretation of experience shapes the process of learning. The epistemological and pedagogical paradigms regarding recent constructivism are outlined within the next paragraphs.

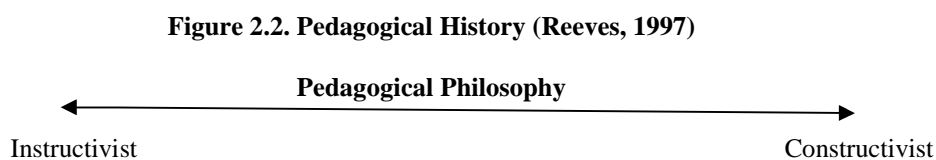
Considering the continuum of epistemology, the tendency is supposed to have moved from a passive perspective of the state of knowing to a more active one

(Heylinghen, 1993). Figure 2.1 below shows epistemology:



Objectivism holds the view that knowledge does not emerge as identical to simply knowing, as learning comprises obtaining truth. Contrary to objectivism, constructivism embraces that knowledge exists in the bodies and minds of human beings. Individuals obtaining knowledge is based on the prior knowledge and experience of the learners. The approach taken in this research can be placed around the end of constructivism, as shown above.

Another point of constructivism can be pedagogy, which is maintaining teaching and learning. A basic distinction exists between instructive approach and constructivism regarding learning and teaching (Duffy & Jonassen, 1992; Papert, 1993; Rieber, 1992).



Objectives which are determined in learning hierarchies from lower to higher order are given much more importance by the instructivists. The individual needs of the learner are not much regarded in behavioral psychology as the learner is conceived as having a blank slate. In constructivism, however, knowledge is constructed by the learner. Learners' intentions, experience and metacognitive strategies are taken into consideration in constructivism (Reeves, 1997). Having their ideas, feelings, and beliefs, learners are supplied with the opportunity to make relation between these and new information. According to Jonassen (1997), when students are directed to form their construction by themselves, they will possess greater mastery over their thoughts.

As the constructivist approach has been discussed in detail, Constructivist

Learning and Constructivist Perspectives in Listening will be dealt with in the following parts.

2.1.1. Constructivist Learning

Constructivist theory holds the view that knowledge occurs as a combination of relationships that learners construct actively while attempting to make relations between their experience and environment. Thus, learners are viewed as dynamic organisms searching for knowledge. Perkins (1991, p. 20) declares that “regardless of what is being learnt, constructive processes operate and learners form, elaborate, and test candidate mental structures until a satisfactory one emerges”. It can be concluded that when a satisfactory structure does not exist, learners attempt to restructure the knowledge.

Constructivist learning indicates learning within context (Duffy & Jonassen, 1991). Learners undergo meaningful activities to obtain knowledge as it emerges after or during a continuous process of situations (Brown, 1989). Therefore, individuals establish their self-learning goals, receive messages and structure meanings with their experience.

Problems as well as experiences exist in life as reality and people may not avoid the problems challenging them. According to constructivist learning, school education needs to help learners find solutions to problems in life. Dewey (1966) stated that education does not only transmit knowledge to learners. As mentioned above, considering the fact that reconstruction continues to be maintained until a satisfactory structure is achieved by learners, education provided by schools should be reconstructed until a satisfactory solution is found to meet problems in real life.

For Bruner (1986, p. 127), “Learning in most settings is a communal activity, a sharing of the culture”. Therefore, collaboration plays an important role in constructivist learning. The social aspect of learning helps learners to cumulate experience and develop plans, which results in opportunities for making new understanding in life through interaction with others (Vygotsky, 1978).

To sum up, constructivist theory poses that meaning is actively structured during learning. It can be assumed that learners take responsibility in their meaning

structuring. Taking responsibility to catch meaning, students should be given time to think during the activities.

2.1.2. Constructivist Perspectives on Listening

Listening is viewed as interpreting the communicative messages in order to comprehend the meaning within the context of constructivism. Therefore, listening is composed of a process during which a message is interpreted. The messages are thought to consist of shared symbols (Burlison, 2010). Therefore, listeners should follow those symbols so as to maintain communication.

Likewise, as messages in listening contain “expressions of words” (Tracy, 2002), these expressions should be interpreted constructively. Considering the fact that learning itself should be considered as “an active, creative, and socially interactive process” (Harper, 1996), the listener needs to be active while interpreting the messages with symbols shared with others.

As a result, constructivism has provided a milestone improvement in language education, which will be discussed in the following section.

2.2. Language Education

In order to comprehend the importance of the study, it would be beneficial to start with the definition of language, which is considered an indispensable part of human life. It is a means to provide communication among people. Discussions and developments related to language teaching and learning have taken place at least since Comenius in the 17th century (McKendry, 2009). Language learning can be defined as one of the most attractive and vital mental operations of the human mind considering the complexity of grammatical and lexical structures.

I would like to divide language education into two sections: importance of language education and types of language education.

2.2.1. Importance of Language Education

People employ a language to express their emotions, opinions and problems. Soykan (1998) mentioned that “we need to teach language in a true way so as to have qualified youths for a powerful society”. Considering this, a language has great importance in shaping a society for the future.

Kaplan (1987) contributed to this view, saying that a father, mother or environment can transfer life experience and culture to a child through a language. Over centuries, societies may behave the same as their ancestors in view of culture and daily habits, which could only be explained by the impact of language on the next generations. A person is surrounded since birth with a mass of values composed of behaviors, beliefs and notions already existing in a society (Adalı, 1983), and can express them through a language. This passes from one person to another not only in the same generation but also to the following generations.

In addition, Adalı (1983) asserted that a language is a tool to assure understanding and make speech. As human beings, we generally communicate with each other through language. One sends messages in speech and the other or others receive them, trying to understand what they meant. Therefore, it is through language that people can understand each other. Above all, language plays a major role in all fields of life.

2.2.2. Types of Language Education

Having studied the importance of language education, it is important to look at types of language education. In this part, mother tongue education, second language education and English as a Foreign Language will be discussed.

2.2.2.1. Mother tongue education

The term “mother tongue” may vary in meaning according to linguists, scholars and people; therefore, it is of importance to first define it. Lewandowski (1990) defined mother tongue as the first language a child acquires. The typology developed by Skutnabb-Kangas (2000, p. 106) shows how the definition of mother tongue may vary;

Table 2.1: Definitions of mother tongue

Criterion	Definition
1. Origin	The language learned first (the language a person completing the first ever-lasting verbal contacts in)
2. Identification a. Internal b. External	a. the language identified with/as a native speaker of b. the language identified with/as a native speaker of, by others
3. Competence	the language known best
4. Function	the language used most

As cited in Unesco in Fasold (1984), a mother tongue is acquired in the early years and thereby becomes a natural element of thought and communication. A mother tongue has great importance in a person's development in terms of psychology and sociology. Hudson (2000) alleged that mother tongue experience shapes the biological basis of other languages. Şimşek (1983) claimed that mother tongue education given during school age has an effect on creating scientists and artists in the future.

It is an indispensable fact that there are some critical periods in language learning. Scientists in neurolinguistics and biolinguistics try to produce proof related to this notion. According to Lenneberg (1967), cerebral dominance takes place until the ages 12 or 13 in which laterization and localization occur. Penfield & Roberts, their *Speech and Brain Mechanisms* books (1959), found that a language is easily learned within ten years.

Genetical Hypothesis, which is considered as similar to Chomsky's (1965) innateness hypothesis, shows that language-learning skills are encoded into the genes of human beings. Therefore, humans have speaking genes. Children can learn a language more easily in an environment in which that target language is spoken. Speaking codes are transferred to the next generations through genes. As cited in Ewal (2005), Chomsky posed that young learners have better capacities for improving a language than adult learners.

Innateness hypothesis by Chomsky (1965) can be explained as children being born ready for their mother tongues. This skill is known as the language acquisition device (LAD).

2.2.2.2. Second Language Education and Foreign Language Education

Even though the terms Second Language Learning and Foreign Language Learning are used interchangeably by some researchers, there is a distinction between the two. Learners are thought to have fewer opportunities to use it in a natural environment as they are generally exposed to foreign languages in classes. On the other hand, Second Language Learning takes place in a natural setting. Krashen & Seliger (1975) claim that students who acquire a target language as a second language can support themselves with the necessary ingredients of formal

instruction even if they do not go to school. In some cases, second language learning is used in place of the two terms. Studies in second language education show that as learners acquire a subject, some subset of the subject exists within the grasp of the learners.

Foreign Language Education dates back to about 500 BC, and consists of a number of different approaches and methods (Schmitt, 2000). It used to mean learning mainly Greek and Latin, as focus was drawn to logical perspective and linguistic analysis instead of communication. In the early nineteenth century, translation was one of the major purposes of foreign language education. However, some approaches against grammar and translation started to arise after the second half of the nineteenth century (Richards & Rodgers, 2001). During World War II, the audio-lingual method theory of language was derived by American linguists paying more attention to habit formation. During recent decades, foreign language learning has witnessed a shift from highly structured to a more open learning setting with constructivism as a learner-centered paradigm for learning a foreign language. Afterwards, according to Thanasoulas (2006), “the need for communication has been relentless”. Students were supposed to employ the target language within communication with others for a number of purposes.

Foreign language teaching differs from mother tongue education in various ways, which could put some barriers before the learners. First language acquisition depends on subconscious learning on the basis of the neuro-psychological procedure (Maslo, 2007; Kramina, 2000), whereas foreign language learning comprises a conscious procedure through a formal programme or learners’ own studies (Kramina, 2000). The difference between first language acquisition and foreign language learning is likely to determine the dimension of the difficulty and classroom activities. In countries where the target language is never or seldom spoken, it carries lots of disadvantages both for the language teachers and learners. As learners may benefit from their mother tongue, their well-established L1 might affect L2 newly at target.

Nowadays, foreign language learning has gained popularity as a result of globalization. Yıldız (2006) comments that English is the most frequent language on the international platform. “It is obvious that English has already been an

international language” (Curtain, 1990; as cited in Öztürk & Tılfarlıoğlu, 2007). People have therefore used English for various purposes in the global world, ranging from trade, medicine, technology to academic studies.

There are some modern techniques in foreign language classes in which students become more active, taking more responsibility. Through constructivism the main focus is drawn to the learners. Students should be supported to construct their own comprehension in order to learn (Morford, 2007). The teacher’s role has changed from being as a controller and active knowledge carrier to a facilitator leading the students to knowledge. In addition, the use of computers and internet technology in foreign language classes has provided a valuable environment with authentic materials in courses. Internet technology proposes access to authentic tools which are able to develop language learning skills (Felix, 1999; Murray & McPherson, 2004).

Considering the changes in the world and language education, the European Union gives high priority to foreign language learning within the Common European Framework (CEF). The pivotal purpose of the CEF is to deal with barriers to communication among professionals in Europe. In the context of CEF, language proficiency of the learners should be evaluated at each stage of language education and lifelong learning. Similarly, the European Council developed the European Language Portfolio (ELP) in accordance with the functions of CEF. ELP provides a common standard in language education in almost all countries. Demirel (2003) claimed that ELP would gradually include all associate countries following 2004-2005.

Through foreign language education, one can have a number of opportunities for life in Turkey, varying from academic life to trade. For example, those graduating from university completing a Bachelor’s Degree and applying to Master’s programmes should have a minimum score in a foreign language. Bartu (2002) considers foreign language education as being as important as one’s native language.

In the following section, information on the epistemology of Foreign Language Education in Turkey will be presented, as the scope of the study consists of Turkish students’ listening comprehension and attitudes.

2.3. Epistemology of Foreign Language Education in Turkey

Learning a foreign language has a long history in Turkish education. The abolishment of madrasahs in Turkey meant that the responsibility of education was given to the Ministry of National Education (MoNE) during the first years of the Turkish Republic. Demircan (1988) indicated that the students were required to take one foreign language out of English, German or French. Colleges, the names of which were later changed to Anatolian high schools, were opened in several cities such as İstanbul, İzmir, Eskişehir, Diyarbakır, Konya and Samsun due to needs of the people who knew a foreign language (Çetintaş & Genç, 2001). They appealed to society in terms of efficiency in a foreign language given the new trends in national and international goals. In 1997, the duration of compulsory education increased from five to eight years, influencing the need for learning a foreign language. It was unfortunate that the MoNE abolished compulsory preparatory classes in Anatolian high schools in 2005. Gür et al. (2013) claimed that one of the most significant differences between Anatolian high schools and normal ones was compulsory language education. Fortunately, after two years, it was decided to place some questions from English into exams taken for high school enrollment.

Considering the impact of such changes in the first years of the Turkish Republic, students were obliged to learn a foreign language at public schools to achieve proficiency mainly in grammatical structures and translation. The change in the efficiency of foreign language education might be considered to have started with the establishment of Anatolian high schools. The outstanding goal of those schools was to provide foreign language education not only for translation and grammar analysis, but also for proficiency in four skills in the target language (Çetintaş & Genç, 2001). After the extension of compulsory education, many people graduating from other departments were given qualifications and jobs in the government following the completion of certain requirements. This is still a matter of debate regarding the quality of foreign language education (Çetinbaş, 2010). Upon the abolishment of preparatory classes in 2005, it was viewed that students would lose one year; however, it was used to provide intensive education in the target language. Existence of questions from English in high-school entrance exams resulted in an interest in foreign language learning.

In conclusion, there have been both positive and negative changes in foreign language education in Turkey. Mostly, such changes emerged due to the needs and changes in the national and international arena. Regardless of which steps have been taken to meet the needs and changes, debates on foreign language education have had an important place among professionals, theorists, teachers, students and parents as problems have gone on, which will be dealt with in the next part.

2.4. Problems of Foreign Language Education in Turkey

There are a number of problems emerging in foreign language education, aside from problems in the education system itself. Akdoğan (2010) indicated that foreign language teaching and learning were maintained in a poor way in Turkey since the beginning, in parallel with problematic conditions in the education system. Students do not actively participate in classroom activities, which is likely to hinder efficient learning. Çelebi (2006) alleged that students remain passive in foreign language classes, either on purpose or not. It is unfortunate that most of the students fail to employ the target language in communication. Traditional methods present virtually no benefits when foreign languages are considered as means of communication and interaction (Ellis, 1997; Krashen, 2003). Some of the problems which are thought to be related to our study will be discussed in the following paragraphs.

Besides, students are generally given grammatical focus in the target language at schools. Students try hard to learn the grammar points for memorizing structures instead of adopting their meanings. Işık (2008) argued that people do not mainly concentrate on grammatical points such as plural forms, possessive nouns or adjectives and tense formulations at the time of communication, but on meaning and messages; thus, foreign language education needs to be planned as a means of communication and interaction. Otherwise, it becomes a systematic puzzle for learners. Within the framework of constructivism, however, students should be encouraged to pay attention to language skills and the context.

Another problem dwells on the Turkish educational perspective in FLE. Students need to take a lot of exams throughout their education, even in FLE, as well. Thus, they do not want to spend time enhancing their skills. Instead, they pass tests including multiple choice questions, which avoids meaningful learning. That the

TEOG examination (Passage from Primary Education to Second Education) forces students to concentrate on answering multiple choice questions to obtain a good result can be given as an example. Students perceive foreign language learning as compulsory to study for exams, at the end of which new information could be forgotten (Soner, 2007).

A third problem is that students stop learning the target language in class when the course ends. They are not motivated to carry language studies out of the classroom. In her study, Soner (2007) found that learners did not tend to study English outside of class and meaning they were not motivated to better learn the target language, and were given few homework assignments to do at home. We conducted this study to encourage students to spend time on podcasts to improve their listening skills.

Last but not least, lack of computer use in foreign language learning both in and out of class can be considered. In the past, having a computer was expensive and difficult in this regard. However, it has become so much easier that it can be assumed that the number of the families with computers and the internet at home has increased to a large extent. Çuhadar & Yücel (2010) conducted a study on the use of technological materials in foreign language education with 65 teacher candidates. It proved that most of the teacher candidates were familiar with the use and efficiency of technology (see Appendix 8). This may indicate that they can easily motivate students to employ computers or other tools in learning the target language both inside and outside of class. Yet the problem is that students use computers mostly for games. Hence, we will now discuss computer-assisted language learning to convey the importance of computers in foreign language learning.

2.5. Computer-Assisted Language Learning (CALL)

There are different definitions of Computer-Assisted Language Learning among theorists. To start with, Shaalan (2005) defined CALL as addressing the employment of computers for language teaching and learning. As Shaalan draws attention to the importance of computers in language education, he focuses not only on teachers' use of computers but also on that of learners. In the description of Hardisty & Windeaat (1989), CALL is using computers as part of a language course. It is stressed that computers should not serve as the sole education tool but be an aid

in language education from which both teachers and students can benefit.

By means of daily changes in technology, people could interact with one another more easily. The invention of the printing press and telegraph contributed to written communication among different nations, while the telephone helped people to communicate with each other verbally. Above all, radio and television have turned this communication into a more international interaction. Computers gained much popularity in life, work and education, but they were expensive. As a result, there were only few computers in schools, yet teachers did not want to use them for fear of breaking them, and became a major barrier against their use. Another problem was that earlier programs consisted of only one sort of language learning activity, which was text reconstruction, vocabulary games, speed-reading and gap-filling (Levy, 1997). That the activity was limited might have resulted from the fact that earlier computers had less power and teachers did not know much about computer programming (Goodfellow, 1995) in addition to the limited processes of computers.

However, advancements during the late twentieth century in which significant changes in technology and communication began to increase have led to such terms as "information age" and "computer age" to define our era (Akkoyunlu, 1998). Kocasarac (2003) claimed that advancements in technology and communication provided the development of education technology, making education more useful both qualitatively and quantitatively. Akkoyunlu (1998) urged that education technologies should be employed in education.

Considering the advancements in technology above, the odds are that CALL enables employing computers so as to improve language learning. CALL has been recognized as positively influencing language learners (Egbert, 2003; Fotos, 2004; Warschauer, 1996). Chieh et al. listed the opportunities of CALL in the following:

“Computers are likely to give the opportunity to language learners to study without solely depending on classroom activities and to study with their own materials in any time they would prefer ... these technologies help students to study on their own without being teacher-centered so that they can be more efficient than face to face interaction” (2006, p. 2).

Beside the advantages of CALL in language education, Foreign Language Teaching/Learning has developed with regard to both environment and advancement in technology. The necessity of foreign language education might be considered as arising from the instinctive communication interest of human beings. That computer technology better meets their needs is one of the factors for employing computer technology in foreign language education. Teachers could use CALL to record the scores of learners, store information, do statistical analysis and evaluate students. Since computers can process and save information much faster and more accurately, language teachers have employed computers as a teaching tool in language classes. Thus, we can easily benefit from employing computers in foreign language learning through providing learners with written texts, sounds, pictures and videos.

As stated earlier, one of the many functions of computers is that they comprise many tools. One of these tools recently incorporated into the world of computers is the podcast, which will be discussed in the next part.

2.6. Podcasts and Their Use in Foreign Language Education

The New Oxford American Dictionary announced podcasting to be the word of the year in 2005 (Skira, 2006). Mack & Retcliffe (2007) defined podcast as a reproduction of sound recording submitted through a static URL address containing an RSS feed. Podcasting is “the process of capturing an audio event, song, speech, or mix of sounds and then posting that digital sound object to a web site or blog in a data structure called an RSS 2.0 envelope (or feed) ...” (Meng, 2005, p. 1). Podcasts are, therefore, recorded voice documents available online which students can download to their electronic devices and listen to so as to review course instruments.

According to Copley (2007), podcasts are increasingly employed to support students with recordings of courses or topics. Increase in the use of mp3 and audio players has enabled users to listen to podcasts when and where they want. For Fose & Mehl (2007), users may easily download the iTunes software program to their electronic devices to reach them via RSS on their private computers or portable equipment such as ipods and other mp3 players. What is more, students can do other tasks such as taking notes, reading text, running or travelling while they are listening to podcasts.

Within the framework of constructivism, podcasts are thought to present opportunities to construct new meanings on their own. Jonassen (1991, p. 29) poses that “we help to construct meaningful and conceptually functional representations of the external world”. Thus, this will permit learners to reach sources and acquire knowledge rather than force or limit them to appear as passive recipients of knowledge.

Podcasts can be applied in many fields, but this study will deal with their use in education. Podcasts are claimed to bring immense potential to students’ learning habits. The use of podcasts in foreign language learning might free students from isolated classrooms so that they are likely to spend as much time as they desire on target language input outside of class. In other words, their suggested use is as a tool to back up classroom activities.

Within the context of constructivism, podcasts establish awareness raising through the constant integration of computers and technology into the learning setting, one of the pivotal aims of the constructivist learning scenario. Salomon & Gardner (1986, p. 13) indicate that: “... information technologies allow individuals to accomplish tasks that might otherwise be difficult”. A podcast can stand as an example of an open package of instant-use activities intended to assist learners in raising their listening skills.

2.7. Importance of Listening in Foreign Language Education

Listening must be conceived as the initial and foremost skill to be acquired when learning a foreign language. Comprehending speech is a prerequisite to other linguistic abilities such as speaking, reading and writing. Research has shown a lot of evidence that listening comprehension and language learning are closely connected. According to Rost (2005, p. 503), listening is “a complex cognitive process that allows a person to understand spoken language”. Scarcella & Oxford (1992) argue that listening is the most frequently employed language skill of the four language skills.

When considering a baby trying to figure out the sounds in the environment, listening could be conceived as the initial skill in language skills. For Vandergrift (1999; p. 168), listening comprehension is “a complex, active process in which the

listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance.”

Amin et al. (2011) claim that “although listening is necessary for fostering language learning, there is little emphasis on teaching listening comprehension in secondary schools”. Yalın (2010) draws attention to the importance of audio visual materials in language education mentioning that the more of our sense organs that are active in the learning process, the better we learn and the less we forget. Amin et al. (2011) consider that one of the problems hindering students’ capabilities to understand listening activities is their low degree of conscience in listening strategies. When a low level of awareness occurs, CALL arises, providing students with authentic materials in foreign language classes, and thereby enabling learners to improve their language skills.

Wolff (1994) focuses on “process orientation, and learner autonomy”. Learning must be taken as an ongoing procedure of information processing and knowledge structuring. In this process, students’ attitudes may influence their learning and self-motivation directly; therefore, notion of attitude and its relation with foreign language learning will be handled in the following section.

2.8. Attitude to Foreign Language Education

Attitude can be defined as a learned tendency to react positively or negatively against/for a specific object, situation, notion or individual (Zayımoğlu, 2006). Attitudes are not observed directly, yet they result in some changes in behavior which could be recognized. Evaluation of the attitudes towards courses during education are made in order that potential behaviors of the learners could be guessed beforehand, conditions in learning process can be determined and negative attitudes, if they exist, could be changed or new attitudes developed. Thus, learners’ attitudes will be directed in a more positive way (Coşkun, 2011).

Attitudes are classified into three groups; mental, emotional and behavioral reactions. In terms of the relationship between these elements, individuals’ knowledge (mental element) about a specific issue, their positive tendency

(emotional element) to it and action with a positive feeling can be considered as internal consistency among the three elements. The same process occurs with a negative attitude. The family factor within environmental factors plays a great part in acquiring an attitude. However, this influence decreases as time passes, and especially as adolescence begins, other social factors start to take place. Balcı (2009) suggests that between the ages of 12 - 30, many attitudes of individuals are influenced by knowledge obtained from their peers, mass media and other resources. Data gained as a result of application of attitude questionnaires can help make logical deductions on emotional characteristics in education (Zayimoğlu, 2006).

Since materials and activities along with podcasts appeal to all senses and interest of the students, they are believed to have a positive influence on the attitudes of learners towards foreign language education. Therefore, a positive change in attitude assures an enhancement of learners' skills while learning a foreign language. To sum up, it is expected that learners will be able to learn the target language in an easier way.

2.9. Related Studies on the Effects of Podcast

Although podcast technology is very new, it is surprising that there are a number of studies related to the subject, as discussed below. Some (Cramer, 2007; Ashraf, 2011; Hasan & Hoon, 2013) displayed the educational benefit of podcast use for students for repeating what has been learnt, while another study (Stephenson, 2008) indicated no benefits.

One study led by Cramer et al. (2007) tried to analyze the impact of podcasts as instruments for reviewing courses. This research showed an educational opportunity for podcast use. In the study, they used PowerPoint slides with audio clips ready for use on computers. Students having used the 'virtual lecture' scored highly on a subsequent test.

Another study examined learners' attitudes towards podcasts when revising information from a previous course (Evans, 2008). It was felt by students that podcasts would help them on their studies more effectively than the course book - 20% of the learners listened to the podcasts on a mobile device while 80% of them listened on their computers. The students seemed to benefit from being able to listen

to studies on podcasts whenever and wherever they wanted.

Lord (2008) examined a project on podcast use at a university and evaluated learners' attitudes to pronouncing words. They indicated that most of the learners took pleasure in podcast implementation as they received feedback from the teachers which was thought to enhance their listening skills. Thus, there was a significant change in their aptitude.

Fernandez et al. (2009) examined the use of podcasting with 60 students, developing an empirical study which took 4 months. Two questionnaires were carried out, one at the beginning of the study and the other at the end, as well as several interviews with the students. The result suggested that podcasting is an efficient instrument as a complement to more traditional sources. Students recorded that podcasts helped them improve their learning since the characteristics of podcasts permitted them to spend more time on their activities.

Kavaliauskiene & Anusiene (2009) designed a questionnaire to see students' perception of podcast use. Almost all the students participating in the research developed positive aptitudes to podcast technique. Kim & King (2011) researched how podcasts are used in foreign language classes, claiming learners' and educators' attitudes to podcast use show various forms. At the end of the study, they concluded that the teachers had different implementations as the students develop various attitudes. Similarly, Li (2012) carried out a study on the attitudes of the learners who took part in podcast use. It was concluded that the participants had fun with podcast use and developed self-consent to using technological tools to improve their foreign language. As result, Li claimed that podcasts support learners with authentic materials.

Chan et al. (2011) examined podcast implementations at a university in Singapore, where they were prepared as supplementary materials in EFL classes leading a semi-structured interview on the students' perceptions of podcast use. The participants were seen to be keen on podcasts after being exposed to them. Similarly, Istanto (2011) prepared some podcasts to improve students' listening abilities. They used a test at the end of the implementation on 20 students studying in a foreign language class at the university. The findings show that the implementation of

podcasts developed learners' listening skills as well as grammatical use. Furthermore, Kan (2011) investigated a foreign language learning network for improving students' listening abilities. The Center for English Language Education (CELFE) network was assessed and the study indicated that podcasts had positive effects on network users provided that the purpose and organization of contents were clarified.

With regards to foreign language skills, Ashraf et al. (2011) examined the effect of podcasting on the listening skills of Iranian students. They gathered data using different tools such as questionnaires, interviews and learners' daily journals. They found that the students in the experimental group performed better than the other group. They indicated that it is beneficial that podcasts are employed to enhance the listening skills of the students. Likewise, Hasan & Hoon (2013) proposed that a podcast aids students in improving different skills of English language in their studies. The research conducted by them reviewed twenty articles in journals to find the impacts of podcasts on students' language skills and attitude degrees. They came to the conclusion that podcasts support not only speaking but also listening as well as other skills.

On the other hand, Stephenson et al. (2008) researched the preference of traditional lectures or computer-based lectures, including podcasts. In the study, a PowerPoint lecture was prepared as audio material. Even though 60% of the participants in the study believed that computer-based lectures had a positive impact on flexibility, they stated a preference for traditional lectures. In fact, 93% mentioned that they liked traditional courses with computer-based learning as an aiding tool for reviewing their studies. Since podcasts were the sole material delivering the information on which students had to rely, they were not preferred. It could be true to say that podcasts are better used to revise notes or lectures outside of the school.

2.10. Conclusion

Although the impacts of traditional instructivist implementations of foreign language learning with the transmission-based modes of learning do still exist, constructivism as an appropriate platform for new approaches to foreign language learning seems to have dominated the theoretical base of foreign language learning. While in the past, teachers dominated the traditional instructivist implementations,

students have begun to take more responsibility for their learning through constructivism.

From the perspective of constructivism, a learner is viewed as an active constructor of knowledge on the grounds that learning is generally defined as an active process in which new knowledge and awareness are constructed on the basis of existing and past knowledge as well as experience.

As mentioned in the section on problems of FLE in Turkey, there have always been problems in foreign language teaching and learning. Goals could not be accomplished satisfactorily, even though time and funds have been spent on foreign language learning (Demirel, 1999). Students fail to use target languages due to the lack of skill-based language activities. This study attempts to draw attention to podcasts to improve learners' listening skills. Through these tools, they can study not only in class but also out of class as they become motivated by voluntarily studying on their own.

CHAPTER 3

METHODOLOGY

3.0. Introduction

In this section, we examine the planning and methodology of the study, which is looking for a process of listening activities done by the students both in and outside of classrooms. This research is based on two educational study frameworks: empirical (quantitative) and interpretative (qualitative).

The quantitative approach was conceived to be the most appropriate approach on account of counting and measuring the data so as to analyze the results of the questionnaires. Knowledge is viewed as being found only outside according to the empirical study. For Eisner (1993), the issues should be dealt with from an objective perspective by the researchers in the empiricist paradigm, since issues are not suitable for any judgments. In addition, a qualitative approach was used as a supportive ground for comparing the results through student and teacher reflection sheets (see Appendices 5 and 6). The goal of the qualitative approach is to realize such phenomena as designs of the language reactions indicated earlier, and to comprehend such phenomena from the learners' views in activities (Seliger & Shohamy, 1990).

Information is given on the research model, population, sample of study, and independent and dependent variables. Finally, data related to procedure during the podcast use and evaluation phases of the research will be described. The data collection tools and the data analysis methods will also be dealt with.

3.1. Main Educational Study Frameworks

- The empirical framework
- The interpretive framework

To justify the selection of the combination of quantitative and qualitative approaches as the selected methodology, we view it as suitable for employing two approaches.

3.1.1. The Empirical Paradigm

The researcher and the knowledge are thought to be separated from each other, and the researcher gathers the latter through searching for it. Various sorts of knowledge exist in life that can be applied to nearly all the conditions.

The empirical study framework can be defined as a quantitative approach that depends on statistical numbers, facts and figures. Eisner (1993) argues that issues in the empirical framework are approached through an unbiased point of view as they may not be subjected to make any judgments. The only purpose of the researchers in this paradigm is to describe, interpret and explain the events. Therefore, these researchers are neutral observers making observations on the subject issue from an outside perspective. Data collected in this approach depend on statistical analysis; thus, it is called the quantitative method. In this paradigm, the personal pronoun is not used.

Upon looking for an educational framework for this research, interpretation is employed. The empiricist views were not suitable alone, since they mostly deal with facts and figures. The purpose in this research is to examine potential change in students' attitudes towards foreign language learning and their listening skills. Hence, it would not be rational to measure their attitudes scientifically.

3.1.2. The Interpretive Paradigm

The second paradigm is the interpretation which focuses on a sociological view since the findings of the study are explained through interpretation. Researchers subject to the interpretation paradigm see the world from various viewpoints. Bassey (1990) stresses that not surprisingly people possess different perspectives of reality due to differences in their perception, interpretation and language. Interpretive researchers have the purpose of description and interpretation of the outer world so as to reach a common meaning with other people. Observation, field notes and transcripts of conversation form data gathering techniques. This kind of approach is called the qualitative method.

Students within this approach are “treated as inanimate objects but subjects in themselves with complex responses and configurations of interaction” (Cohen & Manion, 1994). The two approaches discussed here are acceptable in the method of

measurement.

3.2. Research Questions of the Study

This section consists of the research questions related to these problems. Considering the purposes of the study mentioned earlier, the following research questions for this study were generated:

1. Is there a statistically meaningful difference between the means of the students in the experimental and control groups gained from the Attitude Questionnaire to English?

2. Is there a statistically meaningful difference between the means of the students in the experimental and control groups gained from the Attitude Questionnaire to English in terms of:

- their gender?
- internet access?

3. Have the students observed in themselves any changes in their attitudes towards foreign language learning and their listening skills at the end of the implementation?

4. Have the teachers perceived any improvement in the students' listening skills and their attitudes towards foreign language learning?

3.3. The Design of the Study

The purpose of this study is to show 9th grade students' attitudes towards English language and their listening skills before and after the implementation. In light of the theoretical framework dealt with throughout the research, we came to a conclusion concerning the design of the study.

Beginning from the perspective of constructivism, considering learning as the outcome of the mind's structuring and reconstruction in which new information is combined with the existing and recognizing it as a process, the research is carried out on podcasts accessible to students out of class, whenever they want. That is why meaning carries importance and cannot be separated from teacher and students.

To unveil a meaning in 9th grade levels in terms of the students' attitudes towards foreign language learning and listening skills, attitude questionnaires and reflection sheets (see Appendices 5 and 6) were applied following the implementation of podcasts for six weeks. The change in their attitudes was evaluated through an empirical approach regarding the difference between pre-tests and post-tests applied to the experimental and control groups, and through an interpretive approach regarding the teachers' and the students' opinions on the effects of podcasts on students' attitudes.

A nonequivalent control group model out of semi-empirical models was chosen in practice. Participants could not be organized in equivalent groups as there were two different schools; however, the aim was to choose the participants who shared similar characteristics. Likewise, which group would be the experimental and which one the control was decided objectively considering the language levels of the students and their pre-test scores.

Table 3.1. Application process of the implementation

Group	Pre-implementation	Process	Post-implementation
Experimental Group	Questionnaire	Listening activities with Podcasts	Questionnaire Reflection Sheet of Students Reflection Sheet of Teachers
Control Group	Questionnaire	Listening activities according to existing curricula	Questionnaire

The Study was a quasi-experimental design in which pre-tests and post-tests were applied to both experimental and control groups. The quasi-experimental design is a model which can easily be used, enabling evaluation of the changes as previous conditions of the materials to be evaluated are made known (Büyüköztürk et al., 2008). The purpose of this quasi-experimental design is to discover reason-result relations between variables in the study (Büyüköztürk et al., 2008). There is a reason-result relation in this study since course materials designed according to podcast use aim to determine the effects of podcasts on the attitudes of the students. Thus, this design was chosen.

In the experimental group using podcasts as an aiding tool in foreign language learning, podcast application was carried an hour a week for six weeks,

with gains defined in the new teaching programme. In the control group, on the other hand, normal listening exercises which exist in the course book are applied to the students.

3.4. Participants

The participants in this research were selected through a random sampling strategy. The sample in the study involved students who attended 9th grade at a public school, named Nihal Turgut Anlar Anatolian Teacher High school, and a private college, named Ata College, both in Hatay, at the time of the research.

At the beginning of the study, information concerning the participants was attained through a semi-structured autobiography sheet (see Appendix 1). Taking this sheet into account, we aimed at gathering general information related to the participants as well as their genders, whether they had computers and internet connections and with whom they lived. The autobiography sheet included 4 questions which aimed to examine if those factors influenced their attitudes.

As shown in the background information of the participants (see Appendix 1), the numbers of females and males were similar both in the experimental and control groups. Teachers in the experimental and control groups were different as the schools were not the same. Both teachers in the experimental group have more than ten years of experience. Prior to the use of podcasts in the research, the students were ensured that no information concerning their identities would be given to any third party. What is more, the students were given freedom to choose a nickname to use on questionnaires and reflection sheets so that they would feel relaxed throughout the study. Everything they said or wrote would be kept confidential and employed solely for the purpose of the study.

Population of the study involves 186 ninth grade students in six classes at two high schools in Antakya, Hatay. The sample of the study consists of 96 students at 9th grade in three classes in the 2013-2014 academic year. While the population was chosen in accordance with the purpose of the study, three classes were preferred through the random cluster sampling method out of 9th grade classes. So to say, three classes were defined as the experimental group and the other three as the control group through the random selection method. Since all the participants study at 9th

grade, their ages are the same.

Data gained from 96 students answering a pre-test and post-test of Attitude Questionnaire on foreign language learning and the students' listening skills were analyzed in the study. Additionally, 3 teachers and 96 students in experimental group were requested to fill in an open-ended reflection sheet about podcast use.

3.5. Application of Podcasts

Before beginning the courses, course books used in the two schools were examined to confirm they were the same in both schools. Initially, a pre-test of Attitude Questionnaire to English Language consisting of related units was applied to both groups. Considering the results, the groups were classified to three experimental and three control groups.

Regarding the schedule of the study, topics and grammatical points in the units during which the study would be carried out were noted. Within this context, listening activities were prepared with regard to topics existing in course books. While preparing podcasts, the students' ages, genders and interests were taken into account to attract their attention to the activities and raise their motivation levels. During the first week, the students in the experimental group were presented with information on podcasts and their applications and benefits so that the students would become familiar with the implementation.

The teacher led the course using a podcast every week along with the related activities. During the courses, pre-listening activities such as warm ups were employed to ready the students for listening, while listening activities were applied to keep their concentration on the podcast and post-listening activities and reinforce the topic. They were requested to listen to the podcasts at home as much as possible, being assured that they were free to decide how often. They were tracked to determine how often they listened to the podcasts out of class.

At the end of the courses, post-tests of the Attitude Questionnaire to English Language consisting of related units were applied to both groups. Besides, an open-ended reflection sheet was applied to the teachers and the students in the experimental group to get their opinions about podcast use. The application

processes of the implementation in the experimental group are displayed in Table 3.3.

3.5.1. Setting Gains of Units and Preparation of Learning Tools and Equipment

Gains related to subjects dealt with in the class are defined in the teaching program prepared by the MoNE (T.C. MEB, 2005) in a clear-cut and explicit way. Podcasts and related activities employed in this study were prepared in accordance with such gains determined by the MoNE.

3.5.2. Preparation of Podcasts and Related Materials

Considering that there are only six hours left for English classes at 9th grade, just 1 hour is usually allotted for listening activities in language classes. The study was therefore carried out for one hour over six weeks, so in total it lasted for six hours. The listening course is divided into three parts; before listening, while listening and after listening. In the before-listening stage, warm up activities took place so that students could be familiar with what they would listen to. In the while-listening stage, students were given a sheet of typescript with blanks to fill as they listened. In the after-listening stage, students were asked to take part in a role-play activity in class.

The most appropriate activities and topics were attempted at all stages to obtain well-defined targeted learning gains regarding the age and linguistic competence level of the students. Activities were paid attention to and were easy to apply to selected classes. Necessary measures were taken to not make students afraid or suspicious of the study. Activities which could fit student-centeredness leaving teacher as only the facilitator and conductor were selected and prepared.

In order to check whether the activities and podcasts were appropriate for the 9th grade classes and listening skills, they were examined by three instructors at universities and five 9th grade classroom teachers. In light of the feedback, materials were prepared and applied after necessary editing was made.

3.5.3. Interview with Teachers Before Application

A meeting was arranged to inform the two teachers giving courses to 9th

grade classes chosen as the experimental group through random sampling of information and materials as well as podcasts, and to mention issues for attention while employing podcasts and related activities. Explaining podcasts and activities step-by-step in the meeting, they were informed what they and the students would do. After handing in podcasts and materials, the teachers had the chance to look at them and ask questions of the materials. Questions were clearly answered and teachers were requested to express their opinions about podcasts and the materials. Both teachers approved of the suitability of such materials for the students in the experimental group.

The other meeting was arranged with three teachers teaching courses for the control group. They were informed that they would study the classes according to the existing curricula.

3.5.4. Determination of Students' Study Groups and Informing Them of the Application

How students' study groups in the experimental group were formed was determined by their teachers' arrangement. While grouping students, the creation of heterogenic groups was attempted concerning the success and gender of the students in pre-tests, and background information was collected. The design of the classes was arranged according to activities so that students could easily take part in them. Students were informed of podcasts and materials and an explanation was made on the purpose of the application procedure, and the pre-test and post-test application.

3.6. Ethical Issues

All of the participants were given a presentation of the study concerning its purpose, procedure and importance before implementation. They were also asked if they wanted to take part, and all volunteered to participate, showing they were all aware of the study. They agreed by giving their signed written consent (see Appendix 2) before we began. Confidentiality was taken into account throughout. As mentioned, the names of the students have been kept anonymous; instead, the students used nicknames while answering the questionnaire and we have employed code numbers for each student, like S1, S2, during the analysis.

3.7. The Data Collection Tools

Data were collected from different sources during the study implementation. Our main collection tools consisted of podcasts, an “Attitude Questionnaire towards English”, a “Reflection Sheet of the Teachers on Podcasts” and a “Reflection Sheet of the Students on Podcasts” (see Appendices 5 and 6).

Students performance in the listening activities was tracked over six weeks and all participants were surveyed at the beginning and the end of the study in terms of their attitudes towards English and their listening skills.

In the following parts, we will explain the data collection tools in detail. We will also provide information about the language used in some of the tools.

3.7.1. Podcast

Six podcasts were prepared before the implementation so as to deliver one podcast each week. Related to podcasts, some activities were designed to help students remain active while listening.

All of them were uploaded onto my secure webpage (www.mehmetsengul.com). This webpage was created to enable the students to download the related podcasts freely and easily. Every podcast was broadcast over one week until another was studied in the class. Along with podcasts, one activity was uploaded onto the webpage to check whether the students actually do the activity or not. These activities were of a fill-in-the-blanks nature for three weeks so that students could get familiar with listening material and catching the words important in the issue. In the other three weeks, the remaining activities were note taking by means of which students were gradually challenged.

3.7.2. Attitude Questionnaire towards English (AQTE)

In order to determine the students’ attitude towards English and their listening skills as well as related materials, an Attitude Questionnaire towards Science (see Appendix 4), which was developed by Nuhoğlu (2008) and tested in terms of validity and reliability, was used in the study after it was adapted to English. A Cronbach Alpha coefficient of consistence of the questionnaire was found to be $\alpha=0,87$ by Nuhoğlu.

Validity and reliability were proved through expert opinion and statistical process by a questionnaire in the 3 Likert-type with 20 items - 10 positive and 10 negative. The Attitude Questionnaire towards English was implemented both in control group and experimental group as a pre-test and a post-test. The questionnaire used in the study was coded as “I agree” - 2 points, “I have no idea” - 1 point and “I do not agree” - 0 points. Negative items in the questionnaire were recalculated as opposite.

Questions in both the pre-test and post-test were the same in order to examine possible change in the students’ attitudes towards foreign language education and their listening skills. All the questions and information were typed in their mother tongue (Turkish) and an explanation of the questionnaire was provided to the participants by the researcher. They were assured that their answers would not influence their grades so as to not mislead their decisions.

3.7.3. Reflection Sheets of the Teachers and Students on Podcasts

In the study, reflection sheets of the students and the teachers related to the 5E Learning Model developed by Coşkun (2011) were adapted to the English course by the researcher as the “Reflection Sheet of the Students on Podcasts” (see Appendix 5) and the “Reflection Sheet of the Teachers on Podcasts” (see Appendix 6). Its aim was to determine the views of the students and the teachers in the experimental group. Reflection sheets were applied to the experimental group only.

Coşkun (2011) got two experts to approve the reflection sheets for content and construct validity. There were four open-ended questions in each form. The teachers and the students filled in the sheets by hand.

3.8. Data Collection Procedure

Pilot Study

Before getting involved in the main study, a pilot study was conducted during the 2012 - 2013 academic year/spring semester wherein two podcasts were employed each week. Throughout the study, similar tasks parallel with the schedule of the course were delivered to the students during the spring semester. They were asked to listen to the podcasts every week after the listening course. At the beginning and end

of the implementation, the students were given questionnaires on their attitudes towards foreign language learning and listening skills. Besides this, they were required to fill in reflection sheets on their attitudes. Through forms and questionnaires, we aimed to triangulate the data and find out whether there was any change in their attitudes after the implementation.

The shortcomings of the pilot study and actions that were taken will be explained in the following paragraphs.

Shortcomings of the Pilot Study

As a result of the data analysis of the pilot study, some points in the main study were revised as shown below.

a. Even though no specific guidelines related to the participant number exist in qualitative research, “the sample size should be large enough to be credible given the purpose of the study, but small enough to permit adequate depth and detail for each case or unit in the sample” (Patton, 1990, p. 58-59).

Thus, the number of the participants was increased in the main study as shown in Table 3.2 below.

Table 3.2.: Change in the Number of the Participants

	Number of the Participants	
	Female	Male
Pilot Study (2012-2013)	16	11
Main Study (2013-2014)	53	43

b. At the end of the pilot study analysis, it was found that two podcasts per week were too much for students, even those studying at the preparation class. So the number of podcasts was reduced to one in the main study.

c. In the pilot study, an interview each week was conducted, yet due to the fact that the students felt uncomfortable about having an interview every week and would provide the same answers as previous sessions, one interview was carried at the beginning of the implementation in the main study. At this point, they were told to take notes each week on the interview questions to use in the interview form in the end, which helped them feel free to comment on the study.

d. As the students taking part in the pilot study were studying in the English Language Teaching Department, their attitudes came out very high even at the beginning of the implementation. Therefore, the level of the students was reduced to high school in the main study.

e. The language of the questionnaires was changed from English to Turkish in the main study as even the students at the English Language Teaching Department found it hard to understand what was required.

Main Study

The use of podcasts in listening courses was implemented for six weeks following a pilot study. The main purpose of the study was to see the impacts of podcast use on students' attitudes towards foreign language learning and listening skills. Constructivist and computer-based language learning paradigms were employed.

During the research, the students and the researcher came together for eight weeks - six weeks for the observations of the course, one week for providing information on podcasts and delivering a pre-test before the implementation, and one week for delivering a post-test and reflection sheets. Each course lasted 40 minutes. The program continued for eleven weeks in the pilot study and six weeks in the main study.

As mentioned before, the first week was devoted to the information on the implementation and introduction of podcasts because the students did not know what "podcast" meant, and had challenges in comprehending the system. Namely, the students had difficulties understanding the goal of the podcasts as they frequently asked similar questions on how to listen to them and take part in the implementation. The questions were answered by the researcher regardless of how many times they were asked in order to be sure that the students comprehended the goal and were aware of what they had to do and not to do. They were also given a written information sheet showing how they could listen to podcasts on the website and what they should do during the implementation (see Appendix 3).

The researcher himself had to become aware of the details of the podcast use and its procedure. Hence, the pilot study was a great experience for both researcher and the students. Table 3.3 below tabulates a summary of the main study which comprises three aspects: 1. when the activity was carried out; 2. what was done; and 3. why it was done.

Table 3.3: Procedure of the Main Study

Procedure of the Main Study			
Week	When	What	Why
1	14 February 2014	1. Introduction of Podcast 2. Aim of Podcast 3. Process of the next courses	1. To make students familiar with Podcasts 2. Pre-test 3. To inform them of the activities to be done in the class and outside
2	21 February 2014	1. First task: on future plans 2. First tutorial 3. Discussion: making plans or going with flow	1. To determine their levels 2. To observe whether they are interested or not 3. To draw their attention
3	28 February 2014	1. Podcast on technology 2. People vs Computers	1. While listening exercises
4	07 March 2014	1. Podcast on advertisement 2. Short-length advertisements	1. While listening exercises
5	14 March 2014	1. Podcast on Turkish education system 2. Role-play activity on sample classes	1. Taking notes while listening
6	21 March 2014	1. Podcast on exchange programmes 2. Advantages and Disadvantages 3. Role-play activity on these problems	1. Note-taking strategies
7	28 March 2014	1. Podcast on telling truth and white-lies 2. Their opinions on lies 3. Drama activity on sample truth and lie	1. Note-taking strategies
8	04 April 2014	1. Evaluation of the implementation	1. Reflection sheet 2. Post-test

After applying a pre-test to the experimental and control groups, the application procedure of podcasts and related materials began. Some steps of the application procedure were carried out by the researcher and evaluation was made weekly. Demands related to materials taken from the teachers during the study were met.

Application in the Control Group

During the study, a course in control group was given according to existing curricula using the course book *English in Mind*, and planned education methods and techniques were prepared by the teacher committee. A pre-test Attitude

Questionnaire towards English was applied to the control group before the implementation.

Students were placed at their normal desks. Bringing their course books and notebooks, students took part in the class. As the teachers gave the course, students were required to write notes from the board in their notebooks. The students were provided with class activities at the end of which they were asked if there were any they did not understand. The teachers tried to finish some of the exercises on the course book in class and gave the students the rest as homework. In the study, the statement “teaching according to existing program” was used for the courses taken in the control group.

After the implementation period was completed, a post-test of Attitude Questionnaire towards English was delivered to the students in the control group.

3.9. Data Analysis

The aim of this part is to clarify the procedures taken during the analysis of the data collection tools. Procedures will be explained step by step. The process of analysis of the reflection sheets are almost the same. For these tools, Cabaroğlu's (1999) analysis procedure of the qualitative data was followed (see Figure 4.2 below).

As this part consists of two research approaches - quantitative approach as a major paradigm and qualitative approach as a supportive paradigm - we can divide this part into two sub-parts. The first sub-part will deal with the analysis of quantitative data that have been obtained from the pre-test and post-test of the attitude questionnaire, while the second will include the analysis of qualitative data obtained from the reflection sheets of the teachers and the students. The aim in this part is to explain the analysis which led us to the categories obtained as a result of the analysis. The results of the questionnaires and reflection sheets are explained in Chapter 5 in detail.

3.9.1. Analysis of Quantitative Data

Within the framework of the purpose of the study, data were analyzed within a quantitative method through SPSS-17.0 statistical estimation program (Statistical

Package for the Social Sciences) as findings are presented on tables and comments on the findings are made. Procedures for problems dealt with in the study are shown below:

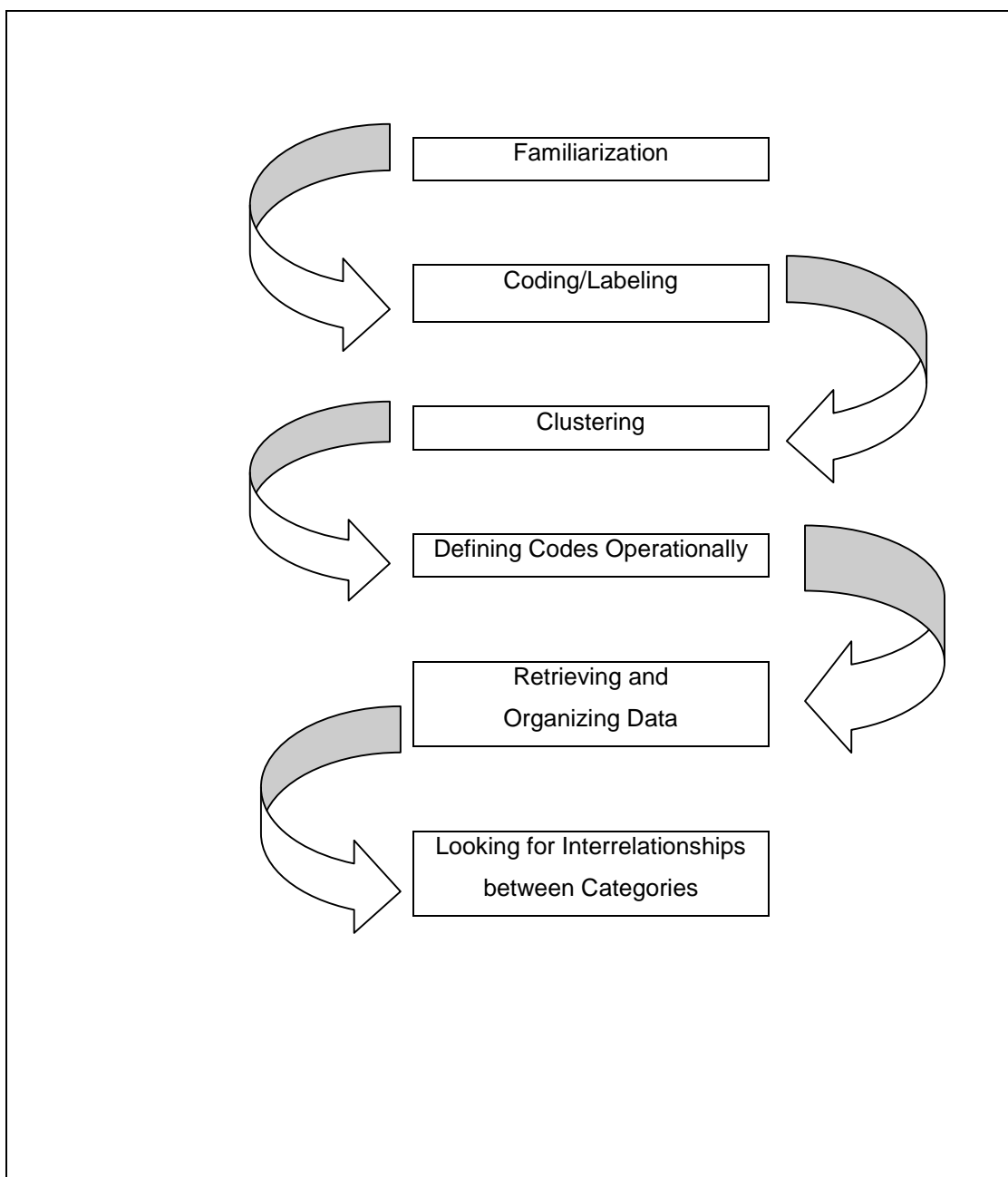
1. An independent T-test was used to check if there was a significant change between:
 - pre-tests on their attitudes applied to experimental and control groups,
 - post-tests on their attitudes applied to experimental and control groups,
 - pre-tests and post-tests on their attitudes applied to experimental group,
 - and pre-tests and post-tests on their attitudes applied to control group.

2. Wilcoxon was used to check if there was a significant difference between:
 - gender and pre-tests and post-tests on their attitudes applied to the experimental and control groups separately,
 - having a computer and pre-tests and post-tests on their attitudes applied to the experimental and control groups separately,
 - having internet access and pre-tests and post-tests on their attitudes applied to the experimental and control groups separately,
 - the people they live with and pre-tests and post-tests on their attitudes applied to the experimental and control groups separately.

3.9.2. Analysis of Qualitative Data

Reflection sheets of the teachers and the students were evaluated through the use of content analysis technique of the qualitative method. For the analysis of these sheets, the analysis procedure of the qualitative data created by Cabaroğlu (1999) was employed (see Figure 3.1 above). Different codes were given to each question. Answers and comments given to questions relating to the issue were written onto an evaluation form while repeated answers and comments were coded as a frequency. A different frequency table is presented for each question.

Figure 3.4 Simplified Overview of the Qualitative Data Analysis Procedures



(Cabaroğlu, 1999, p. 127)

Familiarization

In order to become familiar with the data gathered through interviews, reflection sheets were read repeatedly with an eye on research questions and related semi-structured interview questions. Upon reading the notes on reflection forms, sentences and/or words concerning research questions were highlighted. At the end of familiarization and highlighting, relevant codes were given for each highlighted data piece, which is explained below.

Coding/Labeling

In Miles & Huberman's view (1994), coding is analysis itself. Codes are defined as "tags or labels for assigning units of meaning to the descriptive or inferential information compiled during the study" (Miles & Huberman, 1994). Bryman & Burgess (2005) defined it as a key step in qualitative analysis ongoing events, presenting links between data and conceptualization. Coding can therefore be considered to appear as an analytic categorization process.

Likewise, according to Patton (2002), the coding process began with "looking for recurring regularities in the data" by means of which we can find patterns which could fall into categories. It is critical that the codes placed into a specific category should have a valuable relation as the differences between these groups should be transparent. We checked the results back and forth so as to justify the meaningfulness of the categories.

After familiarization interview data were coded. To form categories out of codes, we followed the criterion that the identical subject or issue should be cited by the participants or different people participating in the study at least twice.

Clustering

Clustering can be defined as a combination of codes going together. As a further process for conceptualization, categorizing or classifying the codes was managed. In Cabaroğlu's (1999) criterion set, issues mentioned more than once by the same or different participants were defined as a category.

Having formed meaningful codes out of reflection sheets, we attempted to do the clustering process by reviewing the codes along with the data and checking

which fit together within a certain category and which are clearly different. The researcher can do clustering in two ways, one of which is that the categories can arise from the data, while the other one is employing a “start list” (Miles & Huberman, 1994).

Defining Codes Operationally

Miles & Huberman (1994) claim that coding needs to be stated to avoid confusion which might appear after interpretation. Different interpreters can find different meanings in codes.

After the coding and clustering stages, codes were defined operationally in order to prevent confusion. Defining codes helped the analysis stage to be easier and more accurate.

Retrieving and Organizing Data

Having defined the codes operationally, we retrieved and organized the chunks of data under relevant categories. A list of codes was prepared in the study. Therefore, it was easy to retrieve the data when necessary to form a tabulation of categories and frequencies.

Looking for an Interrelationship between Categories

In looking for interrelationships between categories formed, the codes made from the analysis of the interviews were analyzed in order to examine possible overlaps.

3.10. Tactics to Measure Validity, Credibility and Reliability

As mentioned before, two research methods were used in the study; quantitative as the main source and qualitative one as a supportive base. Therefore, it was possible to check data gathered through the quantitative method with the results from the qualitative method. The students’ and teachers’ claims on reflection sheets were compared to the questionnaire results to allow for comments on the study. Hence, consistency was checked when comparing the questionnaire results with the reflection sheets of students and the teachers.

In regards to the quantitative method, the questionnaire employed in the study was tested in terms of validity and reliability by Nuhoğlu. A Cronbach Alpha score

was found as 0,87 which means that its use in the study is appropriate as the score should be between 0 - 1. Moskal & Leydens (2000) described validation as the procedure of gathering proof supporting the peculiarity of the inferences obtained from learner replies for specified assessment. In addition to this, they were proved by the expert opinion and statistical process of Nuhoglu. Concerning reliability, Miles & Huberman (1994) urged that function of the issue depends on whether the procedure of the research is consistent through the study and across the researcher and methods.

With regard to the qualitative method, a number of ways exist for testing the credibility of qualitative research. Miles & Huberman (1994) proposed thirteen tactics to be exploited in qualitative based researches. Checking for representativeness, researcher effect and triangulation were used in the study. To deal with checking for representativeness, a random sampling strategy was used to avoid misconception. In order to not make inferences from the data, categories were created once recurring phrases appeared and were checked by two colleagues. To check the researcher effect, the courses were led by their teachers, yet the researcher attempted to stay not only in class during the implementation but also outside during breaks in case the students wanted to ask about any steps, documents or parts of the procedure. As a last precaution, triangulation was tested. As cited in Miles & Huberman (1994), Denzin distinguished triangulation in three types: 1. triangulation by data source; 2. by method; and 3. by researcher. Data were gathered with reflection sheets not only from the students but also from the teachers for triangulating the data, and were also compared with quantitative sources. Glesne & Peshkin (1992) stressed the importance of the contribution of various data collection methods for the trustworthiness of the data.

3.11. Variables

In this part, there are two variables - independent and dependent - as explained below.

The implementation used in the study is the only independent variable. It consists of two groups as the experimental group to which podcasts and related materials were applied, and as a control group in which courses were taken according to existing curricula. Similar categories were grouped together under the same topic. Frequencies for each category were calculated and put in the same table by means of

which clearer and more accurate findings and conclusions were gathered.

Dependent variables are the Attitude Questionnaire towards English language and the reflection sheets of the teachers and the students. As cited before, the attitude level of the learners was examined before implementation and compared to the one at the end of the study. The students and the teachers were asked to express their thoughts on the implementation at the end of the study to justify the results gained through the quantitative method.

3.12. Conclusion

As a summary, the quantitative method was applied to the experimental and control groups to check whether there were any significant changes between the two groups at the end of the implementation. While evaluating the results gained through questionnaires delivered to both groups before and after the implementation, it was decided to be appropriate to employ the qualitative method as a supportive resource.

Podcasts were adopted with regard to gains and goals determined by the MoNE after having examined the course book used at the schools. As mentioned earlier, the students' ages, genders and interests were taken into account while preparing the podcasts to motivate them and help them concentrate on the implementation.

The study lasted for six weeks at the end of which reflection sheets were delivered to the students and the teachers in the experimental group to support the data gained through the quantitative method. The findings are discussed in the following chapter.

CHAPTER 4

FINDINGS AND COMMENTS

4.0. Introduction

Bearing the purpose of this study in mind, participants' attitudes towards language learning and listening skills were examined through the analysis of data collected from pre-tests and post-tests attitude questionnaires applied to both experimental and control groups and reflection sheets gathered from the students and the teachers in the experimental group. The possible effects of podcasts were analyzed as data gathered before and after the implementation were compared. The two teachers and the ninety-six students were required to fill in reflection sheets following the implementation.

In order to check whether there is a statistically meaningful difference between pre-tests and post-tests applied to experimental and control groups, an independent T-test was used. Additionally, to check if there is a relation between the students' background information asked on the questionnaire and their attitudes, a Wilcoxon Test was used. On the other hand, as qualitative data, reflection sheets were analyzed through Cabaroğlu's (1999) analysis procedure of the qualitative data.

In this chapter, the results of the comparative analyses of collected data are reported. The chapter comprises the data of qualitative analysis through semi-structured interviews and quantitative data to answer the research questions.

4.1. Findings from the Quantitative Analysis of Attitude Questionnaires

Data gained from pre-tests and post-tests of the attitude questionnaire applied to both experimental and control groups were analyzed to investigate the possible effects of podcasts on the students' attitudes. This part is divided into two sub-parts, one of which includes analysis results between experiment and control groups while the other comprises the effects of the students' gender, having a computer, internet access or the people they live with on their attitudes if exists.

4.1.1. Experimental Group versus Control Group

Table 4.1: Pre-test and Post-test Results of the Students in experimental and Control Groups

Groups	Skewness	Kurtosis	Mean	Standard Deviation
Control – Pre-test	,543	-,601	14,5889	,86849
Control – Post-test	,354	-,444	17,1222	,69846
Experiment – Pre-test	,981	1,337	13,1771	7,44805
Experiment – Post-test	1,220	3,094	29,6250	5,51791

Before comparing the results of the experimental and control groups, the values of Skewness and Kurtosis of the scores gained were evaluated. The values between -1 and +1 show a normal distribution which generally occurs in the studies with fewer participants, whereas the values below -1 or over +1 does not indicate a normal distribution.

As shown in Table 4.1 above, the values of the students in this study were found to be over +1. Therefore, analysis of the students in the experimental and control groups should be conducted through a Wilcoxon –test as a non-parametric hypotheses test.

Table 4.2: Wilcoxon Results from Pre-test Scores of the Students

Groups	N	Mean	Z	p
Experiment	96	47,34	-,975	,329
Control	90			

As Table 4.2 above is examined, there is not statistically meaningful difference between experimental and control groups in terms of pre-test results (mean=47,34; $z = -0,975$; $p = 0,329$). The results show a wide distribution in the scores gained from the pre-test. Thus, the codes of the students do not cumulate around a certain value.

Table 4.3. Wilcoxon Results from Post-test Scores of the Students

Groups	N	Mean	Z	p
Experiment	96	37,30	-7,614	,000
Control	90			

It can be easily understood from Table 4.3 that a statistically significant change between experimental and control groups was indicated in terms of post-test results (mean= 37,30; $z = -7,614$, $p = ,000$). Although there is not meaningful

difference between the two groups before the implementation, a significant change is seen at the end of the study, which will be discussed in the next chapter. While determining the groups, the means of pre-tests were compared as a result of which one group was chosen as the experimental group since the mean was 13,1771, while the other was selected as the control group with a mean of 14,5889 (see Tables 4.1, 4.2 and 4.3). The one with the lower pre-test score was selected as an experimental group.

4.1.2. Impact of the Students' Certain Demographic Data on their Attitudes

Table 4.4: Independent T-test Results of Pre-test Scores in the Experimental Group considering Gender

Gender	N	X	Ss	Sd	T	p
Male	43	15,7209	8,18048	94	3,153	,002*
Female	53	11,1132	6,13207			

As illustrated in Table 4.4 above, the mean of the male students is 15,7209, whereas for female students it is 11,1132. Regarding the results of an independent groups T-test, a statistically meaningful difference is witnessed in favor of male students between the two groups ($p < 0,05$).

Table 4.5: Independent T-test Results of Post-test Scores in the Experimental Group considering Gender

Gender	N	X	Ss	Sd	T	p
Male	43	27,6977	5,89808	94	-3,232	,002*
Female	53	31,1887	4,68655			

According to Table 4.5 above, the mean of the male students is 27,6977, whereas that of female students is 31,1887. Looking at the results of an independent groups T-test, a statistically meaningful difference is revealed in favor of the female students between the two groups ($p < 0,05$). The female students increased their scores at the end of the implementation more than the male students.

Table 4.6: Independent T-test Results of Pre-test Scores in the Control Group considering Gender

Gender	N	X	Ss	Sd	T	p
Male	41	16,0244	8,21732	88	1,523	,131
Female	49	13,3878	8,21732			

The data in Table 4.6 show that the mean of the male students in the control group is 16,0244 whereas for the female students it is 13,3878. The results of the independent groups T-test into account indicate that there is no statistically meaningful difference between the two groups ($p > 0,05$).

Table 4.7: Independent T-test Results of Post-test Scores in the Control Group considering Gender

Gender	N	X	Ss	Sd	T	p
Male	41	17,2439	6,01989	88	,158	,874
Female	49	17,0209	7,15451			

As seen in Table 4.7, the mean of the male students is 17,2439 whereas for the female students it is 17,0209. An independent groups T-test was applied and the outputs produced do not show a statistically meaningful difference between the two ($p > 0,05$). Although the females were seen to increase their score more than the male students, the ratio of increase does not appear so high, as in the experimental group.

Table 4.8: Independent T-test Results of Pre-test Scores in the Experimental Group considering Students' Internet Access

Having Internet Access	N	X	Ss	Sd	T	p
Yes	62	14,2742	7,18187	94	1,979	,051
No	34	11,1765	7,61367			

As can be observed in Table 4.8, the mean of the students mentioning "yes" is 14, 2742 whereas that of the students mentioning "no" is 11,1765. Considering the results of the independent groups T-test, a statistically meaningful difference is not witnessed between the two groups ($p > 0,05$).

Table 4.9: Independent T-test Results of Post-test Scores in the Experimental Group considering Students' Internet Access

Having Internet Access	N	X	Ss	Sd	T	p
Yes	62	30,1129	5,58424	94	1,172	,244
No	34	28,7353	5,36153			

As Table 4.9 above reveals, the mean of the students mentioning "yes" is 30, 1129, whereas that of the students mentioning "no" is 28,7353. Responses of the students analyzed through independent groups T-test do not present a statistically

meaningful difference between the two groups ($p>0,05$). Regarding the increase in the mean at the end of the implementation, it is obvious that the scores of the students with or without internet access showed an increase after exposure to podcasts (see Table 4.8 and 4.9).

Table 4.10: Independent T-test Results of Pre-test Scores in the Control Group considering Students' Internet Access

Having Internet Access	N	X	Ss	Sd	T	p
Yes	59	14,0339	7,77921	88	-,880	,381
No	31	15,6452	9,09047			

The mean of the students mentioning “yes” is 14,0339, whereas that of the students mentioning “no” is 15,6452 as visualized in Table 4.10 above. The results of the independent groups T-test were revealed to not be a statistically meaningful difference between the two groups ($p>0,05$).

Table 4.11: Independent T-test Results of Post-test Scores in the Control Group considering Students' Internet Access

Having Internet Access	N	X	Ss	Sd	T	p
Yes	59	16,8305	6,05194	88	-,574	,567
No	31	17,6774	7,67849			

As indicated in Table 4.11, the mean of students mentioning “yes” is 16,8305, whereas that of the students mentioning “no” is 17,6774. Regarding the outcomes of the independent groups T-test, a statistically meaningful difference is not witnessed between the two groups ($p>0,05$). Supposing that listening exercises are carried out in foreign language classes, students are observed to benefit from listening activities as seen even in the control group. However, the scores of the students in the experimental group were identified as being higher than those in the control group, which might indicate that podcasts provide better opportunities for learners.

4.2. Findings from the Qualitative Analysis of Teachers' Reflection Sheets

A reflection sheet is composed of four parts. The first shows what principles were taken into account during the use of podcasts while the second displays the

challenges faced during implementation. The third part concerns the effects of podcasts on the students' attitudes towards English language and their listening skills. The fourth part consists of a general evaluation of the teachers related to the technique. The answers gathered from the teachers are summarized in the tables below after content analysis.

Table 4.12: Answers of the Teachers to the First Open-ended Question Related to Podcast Use

1. Please explain which principles are taken account and what you have done during the implementation Podcasts in listening skills.
1.1. The principles taken into account and activities <u>during warm-up are;</u>
T-1: First of all, I explained what a podcast is and their importance in foreign language learning to draw their attention to the activities. I tried to do what is required of me during the study. I found a related issue held in the podcast to be studied. I made question-answer turns, prepared a song and a small game to make them feel relaxed.
T-2: I tried to stress the importance of podcasts for their listening skills. During warm-up activities, I paid attention to their interest in them. I prepared related questions and pictures to make the students talk about the issue. The students asked and answered questions.
1.2. The principles taken into account and activities <u>during podcast implementation in class and out of class;</u>
T-1: I told them to not talk among themselves while listening. They were also asked to be quiet and pay attention to what they were going to listen to. We listened to the podcasts in the class twice. The students took notes on the topic.
T-2: Since the class was very crowded, I warned the students to stay silent during the listening activity. I frequently provided suggestions on what they could do to maintain concentration. The students listened to podcasts in class and answered the related questions as well as taking notes.
1.3. The principles taken into account and activities <u>during evaluation of podcast activities;</u>
T-1: I tried to help them make their own sentences to discuss the topic. I created group discussions. Role-play activities were employed to motivate them. Discussions and role-play activities were done in class and they were assigned to write a letter or an article related to the topic.
T-2: The students struggled to make their own sentences using the new structures learnt. They took part in role-play activities and discussions. They were given assignments related to podcasts.

Table 4.12 above presents the principles and application taken by the teachers during the implementation of podcasts. The teachers did what they were requested. Observations of the researcher in the class are the same as the teachers mentioned here. The teachers attempted to draw students interest to what they were going to listen to and keep their concentration on it during the whole listening. On the grounds that the podcasts and activities, from easy to difficult, were prepared beforehand, the students did not get lost in the activities. Both teachers tended to reinforce what the students were required to learn through discussion and role-play activities creating a chance for the students to create their own sentences. Having been assigned some homework related to podcasts, the students were motivated to listen to them as much as possible outside of school.

Table 4.13: Answers of the Teachers to the Second Open-ended Question Related to Podcast Use

2. Please explain the effects of podcasts on the students' attitudes during the implementation of Podcasts in listening skills.
T-1: The students started courses more voluntarily with warm-up activities. I believe their attitudes have changed since the activities were related to what they would listen to as they did not skip the courses and tried to take part in activities.
T-2: They did not know much about podcasts and were very curious about the implementation. They were competing with each other on how often they listened. Therefore, they started to ask when they would do more podcast activities.

As shown in Table 4.13 above, concerning the effects of podcasts on the students' attitudes towards English language and listening skills, the podcast implementation is effective on foreign language education. The students were seen as curious about podcasts and thus more active and productive, and the technique helped the students spend more time on listening exercises out of class, as the students could listen to the podcasts as much as they wanted. Their listening skills were seen to improve, and student-centeredness was focused upon giving responsibility to the learners.

Table 4.14: Answers of the Teachers to the Third Open-ended Question Related to Podcast Use

3. Please explain what challenge you have met during the implementation of Podcasts in listening activities.
3.1. The challenges <u>during warm-up</u> were;
T-1: As a result of crowded classes, there was noise in class and speech turns were limited.
T-2: The students were shy at the beginning of the implementation.
3.2. The challenges <u>during podcast implementation in class and out of class</u> ;
T-1: As they liked the activities and the podcasts are designed to go from simple to more difficult, I had no serious problems.
T-2: As far as I saw, the students had difficulty in concentrating on podcasts in class. They doubted whether they could manage to download and listen to podcasts.
3.3. The challenges <u>during evaluation of podcast activities</u> ;
T-1: I had no problems at all.
T-2: The students wanted to get more roles but their number was overwhelmingly high.

Table 4.14 above provides an illustration of the challenges the teachers faced during the implementation of podcasts, it is mentioned that the class was too crowded for warm-up activities, and there was too much noise in the class. Apart from this, no problems were found. In addition to the teachers' observations, students' reflection sheets and my observations show, that some problems existed during the implementation of podcasts activities on the grounds that the class was over-populated.

As Table 4.15 below, podcast use has influenced students attitudes towards listening skills. As the teachers mentioned, the students were witnessed to be more

active in the class, taking part in activities more.

Table 4.15: Answers of the Teachers to the Fourth Open-ended Question Related to Podcast Use

4. Please explain your general evaluation on the implementation of Podcasts in listening skills.

T-1: As podcasts helped the students to be more active in class, create their own sentences, and therefore making them more efficient in activities working in groups, I found the implementation highly effective. The students can decide how much time to spend on listening activities outside the class, which motivated them more. In my opinion, the podcasts gave much more responsibility to the students.

T-2: I think that the implementation of podcasts was very beneficial for the students. It is common for the students to feel stressed out when it comes to listening exercises since they are afraid of unknown words. However, given the opportunity to listen to podcasts whenever they wanted, the students trained themselves. They became active in their learning process.

Both teachers were pleased with the implementation of podcasts with regard to their positive influence on their attitudes. Due to the fact that they were not forced by anyone, they could decide how often to listen out of class. What is more, the students began to compete with each other, asking one another how often they listened. Above all, they took responsibility for their own learning process, attempting to improve their listening skills through podcasts. Therefore, they became motivated to concentrate on what they were listening to as well as increasing their self-autonomy.

4.3. Findings from the Qualitative Analysis of Student Reflection Sheets

In the study, the “Reflection Sheet of the Students Related to Implementation of Podcasts” was applied to the students in experiment group at the completion of the implementation process. Opinions gathered from students are presented in the tables below:

Activities during the warm up are listed in Table 4.16 below. It is shown that the teachers attempted to make the students play games more ($f=67$), listen to a song ($f=52$) and watch a short film ($f=71$) during the first weeks. Following the fourth week, teachers started the course with discussion on a topic ($f=79$ in the fourth week; $f=53$ in the fifth week and $f=85$ in the sixth week). Teachers used question-answer activity (totally $f=274$) every week, except for the first two weeks. As a result, the teachers tried to motivate the students to ready themselves for the listening.

The students mentioned that they learned some new vocabulary (totally $f=163$) in the warm up which helped them catch those words while listening to the

podcasts. Before teaching grammar rules, the teachers gave examples of new rules without explicitly revealing the grammar. The students said that they made new sentences (totally $f=88$), which shows that they can create their own sentences.

Table 4.16: Opinions of the Students on Podcast Use during Warm up Activities

Week	Opinion	Frequency (f)
1 st Week ($f=210$)	We played games	67
	We listened to a song	54
	We won the game	40
	We explained our future plans	34
	We lost the game	15
2 nd Week ($f=189$)	We listened to a song	52
	We sang a song	45
	We looked at pictures	33
	We played a short game	31
	We listed the advantages of technology	28
3 rd Week ($f=228$)	We watched a short film	71
	We advertised a product	66
	The teacher asked questions	41
	We answered the questions	38
	We made new sentences	12
4 th Week ($f=257$)	We talked about the education	79
	The teacher asked questions	60
	We commented on pictures	54
	We played a short game	43
	We learned new vocabulary	21
5 th Week ($f=306$)	We learned about benefits of exchange programmes	74
	The teacher asked questions	72
	We learned new vocabulary	68
	We talked about exchange programmes	53
	We made new sentences	39
6 th Week ($f=317$)	We talked about telling the truth	85
	We learned new vocabulary	74
	The teacher asked questions	63
	We dreamed of white lies	58
	We made new sentences	37

Consequently, the students' opinions about the warm ups show that they tried to take part in the activity more during the last weeks regarding the fact that the frequencies of their opinions were seen to increase towards the last week ($f=210$ in the first week; $f=228$ in the third week; $f=257$ in the fourth week; $f=306$ in the fifth week and $f=317$ in the sixth week), except for the second week ($f=189$) during which they were in exam week, which might have been the reason for the low level in the frequency.

As shown in Table 4.17, considering the answers of the students to the questions on the activities done during the podcast implementation in class, it is clear that the teachers made the students undertake the listening activity (totally $f=422$),

and continued to use question-answer activity (totally $f=428$) to check if the students understood the topic. Although they asked the questions to the students in the first weeks, students were reinforced to ask questions to their partners, group-mates, or the teachers (totally $f=199$).

Table 4.17: Opinions of the Students on Podcast Use during Podcast Implementation in Class

Week	Opinion	Frequency (f)
1 st Week ($f=235$)	We undertook a listening activity	65
	We undertook a listening activity again	53
	We followed the text	49
	The teacher asked questions	41
	We answered the questions	27
2 nd Week ($f=166$)	We undertook a listening activity	53
	The teacher asked questions	44
	We undertook a listening activity again	41
	We filled in the gaps	19
	We answered the questions	9
3 rd Week ($f=206$)	We listened to a podcast*	60
	We prepared interesting advertisements	50
	We filled in gaps	41
	The teacher asked questions	32
	We answered the questions	23
4 th Week ($f=287$)	We listened to a podcast	77
	We took notes	72
	We asked questions to our group mates	55
	We listed problems of Turkish education system	50
	We undertook a role-play activity	38
5 th Week ($f=284$)	We listened to a podcast	82
	We asked questions to the teacher	70
	The teacher answered the questions	53
	We took notes	48
	We learned different exchange programmes	31
6 th Week ($f=321$)	We listened to a podcast	85
	We asked questions of our partners	74
	We took notes	63
	We told our white lies	59
	We discussed telling lies	40

*25 students in the third week, 32 students in the fourth week, 31 students in the fifth week and 42 students in the sixth week used the term “podcast” instead of “listening activity”.

In addition, students mentioned that they followed the text during the first week ($f=49$), and did fill-in-the gap activities during the second and third weeks (totally $f=60$). Following the fourth week, they took part in note-taking activities (totally $f=183$). Likewise, the students were made to listen to podcasts twice during the first two weeks (totally $f=94$), but they listened to podcasts only once after the second week (totally $f=422$), which displays that they attempted to increase their listening skills gradually.

Taking into account the fact that the frequencies of their opinions were to

increase towards the last week ($f=210$ in the first week; $f=228$ in the third week; $f=257$ in the fourth week; $f=306$ in the fifth week and $f=317$ in the sixth week), except for the second week ($f=189$), the students' opinions about the activities during the podcast implementation in class show great similarity with those in the warm up activity as they were more involved in the activity during the last weeks.

Within this context, the students were not forced to take part in the activities held in the class, yet the number of students who commented on what they did is high.

Table 4.18: Opinions of the Students on Podcast Use during Podcast Implementation out of class

Week	Opinion	Number (n)
1 st Week	I listened to the podcast two or three times	55
	I did not listen to the podcast	20
	I listened to the podcast only once	15
	I listened to the podcast more than three times	6
	I had a reason not to listen to the podcast	2
2 nd Week	I did not listen to the podcast	41
	I listened to the podcast only once	37
	I listened to the podcast two or three times	11
	I had a reason not to listen to the podcast	18
	I listened to the podcast more than three times	7
3 rd Week	I listened to the podcast only once	58
	I did not listen to the podcast	18
	I listened to the podcast two or three times	12
	I listened to the podcast more than three times	8
	I had a reason not to listen to the podcast	3
4 th Week	I listened to the podcast only once	50
	I listened to the podcast two or three times	21
	I did not listen to the podcast	16
	I listened to the podcast more than three times	9
	I had a reason not to listen to the podcast	2
5 th Week	I listened to the podcast only once	38
	I listened to the podcast two or three times	30
	I did not listen to the podcast	15
	I listened to the podcast more than three times	13
	I had a reason not to listen to the podcast	1
6 th Week	I listened to the podcast two or three times	35
	I listened to the podcast only once	32
	I listened to the podcast more than three times	16
	I did not listen to the podcast	13
	I had a reason not to listen to the podcast	1

The data in Table 4.18 above illustrate the answers of the students to the questions on the activities during the podcast implementation out of class. The distribution of the students provides valuable data so as to make assumptions on their attitudes towards their listening skills. As they were so curious about podcasts, most of the students listened to them after school in the first week (totally $n=76$). Having

exams in the second week, the students were witnessed to not take part in the activities (n=41). The odds are that they might have chosen to study for their exams. As shown in Table 4.18, the number of students doing the activity at least once increases week by week.

As the students can be made to listen to podcasts once in class very easily, the goal here is to motivate the students to listen out of class more frequently. In this regard, although the number listening twice or more (n=55) was high in the first week, it decreased sharply in the second (n=11). However, it showed a major increase towards the end of the implementation (n=35 in the sixth week). It is obvious that the number of students who listened only once was higher than those making listening twice or more during the four weeks; however, the number of the students outnumbered those listening once following the fifth week as the students got accustomed to podcast implementation and using the web page (see Table 4.18 above). Moreover, the number of students who listen more than three times showed a gradual increase after the second week (n=7 in the second week; n=8 in the third week; n=9 in the fourth week; n=13 in the fifth week and n=16 in the sixth week).

It is interesting that some students presented their excuses for not listening to the related podcast out of class (totally n=27). The reason might result from their feeling responsible for participating in the activity.

Table 4.19: Opinions of the Students on Difference of Podcast Use from Other Listening Exercises

Week	Opinion	Frequency
Advantages	I am "not bored"	65
	"Podcasts" are "beneficial"	52
	Emotional Difference The course is "more enjoyable"	51
	I can use my "imagination"	47
	I want to "sleep in other courses"	45
	I can be "more active"	53
	Cognitive Difference "Topic" becomes "clearer" with "podcasts"	41
	English will be very "necessary in the future"	38
	I learn new vocabulary	32
	I can make "new sentences"	29
Disadvantages	It was too "noisy in class"	55
	I was "afraid" at first	41
	Emotional Difference It takes time outside	22
	I cannot concentrate in class because of crowding	13
	I cannot finish podcasts in one go	7
Challenges	I "did not understand in class"	47
	Listening is difficult	41
	Cognitive Difference "Memorizing new words" is "difficult"	36
	"Podcasts" are "difficult"	21
I cannot "understand"	19	

Table 4.19 above presents the students' reflections in two categories: emotional and cognitive. With regard to emotional reflections, students were seen to like the implementation since they mention that they were not bored throughout the podcasts ($f=65$), but rather enjoyed the implementation ($f=51$) being aware of the benefits ($f=52$). Even though the students wanted to sleep in other listening courses ($f=45$), they were reinforced to actively participate in podcast listening even using their imagination ($f=47$).

For cognitive reflections, inasmuch as the students believed English will be helpful for their future lives ($f=38$), they appeared more active during the activities ($f=53$), which might indicate that their attitude level towards foreign language learning is high. Before the implementation, the students reported that they failed to understand the main idea of the listening text since they got lost while listening. Yet they could realize the topic easily ($f=41$) after having much practice at home. In this way, they were able to learn and repeat new words ($f=32$). Likewise, they were able to construct their own sentences with new grammatical structures ($f=29$).

On the other hand, they faced challenges before and during the implementation. First of all, many students complained about the crowded class and the noise ($f=55$), as a result of which they could not concentrate on listening ($f=13$) and had difficulty in comprehending the podcast ($f=47$). Secondly, they mostly had fears ($f=41$) when it came to listening exercises as it was a common belief among them that listening was very difficult ($f=41$) due to unknown words and problems with memorizing new words ($f=36$). In this regards, they feared the podcasts would be more difficult than other listening texts ($f=21$) and they would not understand them ($f=19$). Finally, some students complained that they lost time ($f=22$; 7) while listening to podcasts instead of doing other homework.

As seen in Table 4.20 below, regarding the answers of the students to the questions on the advantages of Podcast implementation, it is obvious that half of the male students think they were able to comprehend what they were listening to ($f=21$) as they liked the activities in and out of class ($f=17$).

Table 4.20: Opinions of the Students on the Advantages and Disadvantages of Podcasts

Week		Opinion	Frequency
Advantages	Male	I can “understand what I listen”	21
		The lesson is “more enjoyable”	17
		I learn vocabulary	14
	Female	I can make “new sentences”	38
		I get “good points” from “exams”	32
		I feel “relaxed” after listening	24
Disadvantages	Male	It takes time outside	35
		Listening is difficult	20
		“Memorizing new words” is “difficult”	13
	Female	It was too “noisy in class”	34
		I was “afraid” at first	26
		I “did not understand in class”	18

Given that one of the key elements in FLE was to enhance vocabulary capacity, the male students cited that they learned many vocabularies during podcast implementation ($f=14$). On the other hand, females benefited from podcasts in composing new structures in the target language ($f=38$). Getting high scores might be considered as motivating the female students to listen to podcasts at home as an aiding tool ($f=32$). Thus, they felt relieved in listening activities ($f=24$).

Regarding the disadvantages alleged by the students, the male students might not be happy with the idea of spending time on podcasts out of class ($f=35$) as they had great difficulty in comprehending what they were listening to ($f=20$). Due to the fact that they attempted to memorize new words instead of constructing them with the existing words or learning them in a meaningful way, they had problems with the memorization of new words ($f=13$). In contrast with the results gained from the males, the female students were anxious about the noise in the class ($f=34$). As a result, they mentioned not having understood the topic in the class ($f=18$). The other challenge for the females resulted from their fear against listening ($f=26$); however, they coped with this fear towards the end of the implementation. The more they studied with podcasts, the better they felt in themselves.

4.4. Conclusion

The teachers tried to relax the students with warm-up activities so that they would participate in the activities voluntarily. During the implementation of podcasts in class, the students were asked to follow the text at first, fill in the text they listened to afterwards and later took notes while listening, which shows an attempt to make a gradual improvement in their listening skills. After being told about the advantages

of podcast implementation out of the class, students became greatly interested in listening to podcasts at home in the first week. There was a decrease in the number of the students who did not do the activity (n=41) because of exams. This decrease did not continue in the following weeks as the number of students doing the activity at least once (n=78) increased in the third week.

Towards the end of the implementation, there was an increase in the number of students who tended to listen to podcasts at least once outside of school (totally n=76 in the first week; totally n=78 in the third week; totally n=80 in the fourth week; totally n=81 in the fifth week; totally n=83 in the sixth week). This indicates that the students' attitudes towards listening skills have shown a positive change.

To sum up, the results show that there has been a significant change between the experimental and control groups. The students' attitudes have become positive after listening to podcasts several times out of class. Similarly, the difference between females and males is interesting since the females were seen to make more progress after the implementation. Now we will discuss the result of the findings in the next section.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0. Introduction

As previously mentioned, the purpose of this study was to investigate the impacts of podcasts on 9th grade students' attitudes towards foreign language learning and their listening skills. It mainly focused on their attitudes before and after using podcasts as a language learning aid for six weeks, and compared the results to find out whether there was a significant change. In order to investigate learners' attitudes, a pre-test and a post-test of Nuhoğlu's (2008) questionnaire in Turkish were distributed to a hundred and eighty-six 9th grade students at two high schools in Hatay. Participants and teachers in the experimental group also filled in reflection sheets following the implementation. The quantitative data were analyzed by using an independent T-test and a Wilcoxon signed rank test. The data gathered from reflection sheets were analyzed through coding procedures and findings were given in Chapter 4.

The aim of this chapter is to present a discussion of the data gathered through the questionnaires and reflection sheets by linking them to the research questions we began with. Moreover, the findings of this study will be matched with the findings in the literature. Last but not least, conclusions of the study and suggestions for further research are also discussed in this section.

5.1. Discussion of the Research Questions

In this part, we use research questions as a framework for discussion and interpret the findings. Data analysis and findings in Chapter 4 serve as a basis for the interpretations of findings and implications. This part also comprises a comparison of the findings of this study with those of previous studies.

5.1.1. Research Question 1

Is there a statistically meaningful difference between the means of students in the experimental and control groups gained from the Attitude Questionnaire to English?

As the quantitative and qualitative data illustrated, the students possessed

diverse attitudes towards foreign language learning on entry to the podcast implementation. In the pre-test results, it came out that there is not a significant difference between the experimental and control groups, which might result from the fact that the students were not familiar with podcasts and their use in foreign language classes. They had various attitudes before the implementation since they were excited and curious about podcast use. The more they were informed of the implementation and benefits of the study for their future, the more positive attitudes they had during the study. The implementation of CALL influences learners' attitudes positively (Chieh, 2006) as they become motivated for exploring authentic materials.

Considering post-test results through Wilcoxon, a significant change was seen between the experimental and control groups in favor of the experimental group. In the experimental group, the mean of the results increased from 13,1771 to 29,6250 while in control group it showed an increase from 14,5889 to 17,1222. Therefore, it can be assumed that the students' attitudes were influenced positively towards the end of the implementation, and Kim & King (2011) draw attention to the positive impact of podcasts on learners' language skills and motivation. Qualitative data supports this claim as supported by the student comments given below:

S1: I did not know about podcasts and was afraid that I could not use them. But I liked them in the end.

S2: It seemed very difficult at first, yet I was happy when I was able to use them at home.

S3: I was curious but worried about how to use them out of class without my teacher. But it was fantastic to be free to listen or not. Day by day, I felt I could understand more.

As can be seen from the student reflections, they did not know much about podcasts and the implementation, and thus were afraid to use podcasts at home without their teacher. They became accustomed to depend on their teacher in class for learning the target language, and it appeared slightly difficult for them when it came to doing the activity on their own. Nevertheless, they were able to listen to podcasts out of class more frequently day by day. The students were observed to increase the frequency of their podcast listening up to the last week (see Table 4.18). As a result, almost all liked the implementation for certain reasons such as its flexibility, its efficiency and its appeal to their interests and age.

In addition, the teachers' reflections showed parallel views on the impact of podcast use (see Table 4.15). Both the teachers were pleased with the outcome of the implementation. The teachers approved of its efficiency in their listening skills, as the students told they were able to comprehend what they were listening to towards the end of the implementation.

As a result, that the students in the experimental group had higher scores in attitude tests at the end of the implementation indicates that podcast use has been successful in the study. They were fostered to listen to podcasts more frequently out of class instead of being forcing to do so. This motivated them to concentrate on listening exercises not only in class but also out of class. Above all, they developed positive attitudes towards learning the target language and improving their listening skills throughout the study.

5.1.2. Research Question 2

Is there a statistically meaningful difference between the means of students in the experimental and control groups gained from the Attitude Questionnaire to English in terms of:

- gender, and
- internet access?

Having observed the results related to the relation between test scores and gender, having mp3s, internet access and the people lived with, only the relations between test scores with gender and internet access can be evaluated. There is not a distribution in test scores of other factors as most of them had computers/mp3/ipods. Likewise, almost all of the students live with their parents. Hence, these factors cannot be evaluated through the SPSS program due to the lack of contradictory data.

With regard to the impact of gender on their attitudes towards foreign language learning and listening skills, a significant change is witnessed in favor of females as they established positive attitudes more than the males in the experimental group at the end of the study (see Tables 4.4, 4.5). It can be assumed that girls are better at listening skills since they are observed to be more active while listening to the podcasts in the class. The teachers said that the females were more curious about

listening to podcasts and did all the homework increasing their listening at home. Moreover, the male students complained about the time spent outside while the females mostly complained about listening in the classroom due to crowding and noise in the class (see Table 4.20).

There is not a meaningful difference between the students' having audio devices and their attitudes. It may result from the fact that since the students have multiple choices to listen to audio recordings, this does not increase their interest towards mp3s or other programs.

5.1.3. Research Question 3

Did students observed any changes in their attitudes towards foreign language learning and their listening skills at the end of the implementation?

Data gained from the questionnaires showed that there is a meaningful change between the experimental and control groups in favor of the former. Although the mean of control group (14,5889) was a little higher than that of experimental group (13,1771) in pre-test results, the increase in the experimental group (29,6250) was seen to be higher than that of control group (17,1222), which can indicate that podcast implementation influenced the students' attitudes towards foreign language learning and their listening skills (see Tables 4.4 and 4.5).

In order to justify the credibility of these data, we looked at the qualitative results. There are parallel findings with those gained from statistical results. If we look at table 4.18, it is obvious that the frequencies of the students' podcast listening to rose towards the end of the implementation except in the following two situations. In the first week, the students were so curious about the podcasts and they mostly attempted to listen to them out of class so the frequency was too high. Another situation is that they had exams in the second week so they preferred to study instead of spending time on podcasts.

As the purpose was to make the students listen to podcasts once in the first week but more than once in the following weeks, the frequency of the students who listened to podcasts showed a gradual increase starting from the third week (n=12 in the third week; n=21 in the fourth week; n=30 in the fifth week; n=35 in the sixth

week). At the end of the implementation, the number of students who listened to podcasts more than three times or higher surpassed the other frequencies.

The students are well aware of the benefits of the podcasts as evidenced by the reflection sheets. More than half of the students suppose that they are more active through listening to podcasts and using listening strategies (see Table 4.19). This might be related to the fact that they do not get bored while listening to podcasts ($f=65$) and enjoyed the activity ($f=51$). It is certain that once a person can make sense of an activity or a notion, then that person starts to like it and tends to do more. This may be the case here. Nearly half of the students said that the topic becomes clearer with podcasts ($f=41$) and many students believe in beneficence of podcasts ($f=52$) and the necessity of English in their future. ($f=38$). They feel that they can make sense of what they are listening to, which motivates them to repeat the activity. A major benefit can be illustrated that the students felt that they could learn and make new structures at the end of the implementation. Students are aware that they have learnt new vocabulary ($f=32$) by listening to podcast as well as understanding those words while listening. Similarly, they think they are able to make new sentences ($f=29$) more easily as they get accustomed to different structures in a peripheral way.

Considering all the above, it is important that the students became aware of the importance and benefits of podcast implementation. They reported that the web site was easy to use for downloading and listening to the podcasts, and they began to catch and learn new words by understating the main theme of what they were listening to. Hence, they realized that they had positive attitudes towards listening in the target language.

5.1.4. Research Question 4

Have the teachers perceived any improvement in students' listening skills and attitudes towards foreign language learning?

During the interview before the implementation, the teachers complained about the students' low concentration in listening exercises as they had problems with catching unknown words and making sense of what they heard. They were assigned homework after each listening study, yet since they were forced to do their

homework, they would not pay attention to improving their listening skills. The homework cycle used to be a loop for the students, causing them to fall behind the target. With the introduction of podcasts, however, according to the teachers they had a responsibility to study out of class to improve their listening skills as they were given the freedom to take part in podcast use. This increased their motivation so that they could comprehend the text whenever and wherever they wanted. One of the teachers commented on the impact of podcast use as in the following;

T1: The students were afraid of listening activities since they fear that they would not make sense of what they hear. However, after implementation, they started to say they could get the main idea of listening material.

Considering the data obtained from Teacher Reflection Sheets, their views were similar, in that students started to like the implementation as soon as they had been informed of the benefits of podcast use.

T2: The students were impatient for the next podcast. They felt themselves free while having the opportunity to improve their listening skills.

As can be seen, the students are motivated to study out of class to enhance their capacity to take notes and answer questions through listening activities.

5.2. Discussion of the Findings with Comparison to Other Studies

In this part, research questions and purpose of the study are used as a framework for the discussion and interpretation of findings. The findings and data analysis serve as a basis for the interpretations of the implications and findings. This part also comprises a comparison of findings of the present study with those of previous studies.

The results obtained from statistical data agree with the previous studies. Hawke (2010) used a listening course depending on podcasting to investigate how learners could enhance their listening skills in the target language through listening to podcasting materials. The findings of this study revealed that learners' post-test scores significantly exceeded their pre-test scores. Podcasts encouraged them to spend more time on listening materials. As in Hawke's study, there has been a statistically meaningful difference between experimental and control groups in favor of the experimental group at the end of the application. Students liked podcasts designed according to their age and interests. Thus, they developed positive attitudes

towards foreign language learning and listening skills.

In the study, as the students had the opportunity to listen to podcasts as much as they liked, they got used to catching words while feeling relaxed. Thus, their anxiety was lowered and instead they were motivated to develop their listening skills. There are parallel results in O-Bryan & Hegelheimer's (2007) studies. They posed that podcast use influenced the students positively in terms of motivation. Through the study, the students' motivation levels were seen to increase as they were observed to pay attention to the podcasts more frequently without being told to. Similarly, as their motivation increased, their anxiety levels decreased gradually so they were less afraid of getting lost while listening. Within this context, Chan & Lee (2005) reached the conclusion that podcast implementation decreases learners' anxiety levels. As in the conclusion of Chan & Lee, the students were observed to cope with their previous fears against listening and comprehension by doing more exercises outside of class.

5.3. Conclusion

In this study, the effects of podcasts on 9th grade students' attitudes towards foreign language learning and their listening skills have been examined. In this regard, we have analyzed students' reactions towards the English language although there are some limitations in the study.

Apart from mother tongue, it is suggested that the students use or have to use a foreign language in several fields such as in individual, institutional, commercial, political and educational fields, both nationally and internationally. Eden (2005) claims that learning a foreign language has become very important for following advancements in the world and keeping up with these changes. There are a number of benefits of foreign language learning in Turkey ranging from carrier to trade and technology to medicine. For instance, those, who want to be an academic at a university need to have a minimum score from a proficiency exam. Similarly, firms have been hiring staff who can speak a foreign language in order to better cooperate with foreign companies. Demirkan (2008) found an increase in the social status when participants' levels of foreign language improved and they could employ the target language in certain conditions. As a result, the students need to be reinforced to pay attention to improving their language skills to effectively employ the target language

when necessary.

Learning a foreign language in Turkey is very difficult due to a number of reasons mentioned earlier. It is common that learners mention difficulty in making sense of what they hear. According to Amin et al. (2011), listening skills play a major role in learning a foreign language. In terms of listening related problems, it is claimed that they generally catch most of the words uttered by the speaker but once they miss some words, all meaning is lost. As the study focuses on a process of listening exercises through the implementation of podcasts, changes in attitudes towards English language and listening skills before and after the implementation of podcasts are examined. The students had the chance to get feedback from their teachers on how they could improve their listening skills. For Lord (2008), the students enjoyed being motivated as long as they received feedback. Regarding the fact that constructivism leads the students to reach and obtain knowledge motivating students (Jones & Brader-Araje, 2002), the students were able to do exercise out of the class and could take notes each time and compare them with previous listening notes to support and help them comprehend what they have heard.

Like other fields of study, foreign language education has tried to adapt changes in technology to both classroom and out-of-classroom activities. As technological advancements bring people closer while removing barriers between countries, it is more probable that they can know, understand one another and learn about different cultures. Therefore, interaction among people and societies has turned into multicultural interaction, which could put emphasis on foreign language education. Computers might be conceived as indispensable resources for language education, and Kocasarac (2003) stressed the crucial role of technology in foreign language education. Theoretical knowledge is not only sufficient on the grounds that people need to use their foreign language for many purposes ranging from trade to education. With regard to increasing the efficiency of foreign language education, computer-assisted language learning has provided a lot of advantages for learners. To illustrate, computers can help students to combine theoretical knowledge with practice opportunities in order to learn a target language out of class whenever they want. Especially, the internet has enabled students to access authentic materials and communicate with others more easily. It might be considered to have raised an

interest in foreign language learning and met the necessities of this field.

It is widely approved by linguistics that language learning activities should not be limited solely to classroom activities as teachers and course books are not enough. Soner (2007) holds the view that student motivation to learn a foreign language decreases due to the fact that they are not encouraged to carry on their studies out of class. Hence, learners need to be reinforced with activities that they can spend time on out-of-class by using technology. Students cannot find a suitable environment for learning a foreign language. Removing pressure and anxiety while learning a foreign language, students become courageous to take part in activities. This study revealed that out-of-classroom activities provide a good environment for the students to develop their learning. They were able to take part in life-long learning processes as they were motivated to listen to podcasts out of school throughout the study.

Employing computers and the internet while learning the target language, students have the opportunity to replay the uploaded material as much as they desire, by means of which simplification of the material is achieved. They can become familiar with sounds, speeches, intonation etc. The use of corpora in the target language enables students' learning and remembering different meanings of new words since they are seen in context (Nerbonne, 2004). Teachers can benefit from computer technology monitoring and checking learner actions, by means of which learners are supported and directed while performing language learning activities. They are reinforced to be aware of achieving high language learning potential.

Foreign language learning is viewed as a self-constructed and self-motivated process of knowledge gathering. We need to employ podcasts in foreign language learning to "let the learner go beyond the information given" (Bruner, 1990). "Learner development" is defined by Wenden (2002) as "a learner-centered innovation in FL/SL". The learner should be motivated to realize a self-learning ability outside of the class. Podcasts chosen according to the interests and ages of the learners in general provide an environment for the learners to spend more time with the target language, which establishes good learning practices discovered on their own.

It is quite difficult to employ computers and related programs efficiently in foreign language education for a number of reasons. One of the factors is that educators and students lack knowledge in using computers and such programs during the learning procedure. Data prepared for the learners need to be clear and apprehensive. Interest of the learners should be taken into consideration. Students had better not be forced to create their own sentences immediately but provided opportunities to create soon.

It is believed that students might hold similar or different attitudes towards foreign language learning. This might result from the fact that they possess various backgrounds related to their experience in life and education along with their different characteristics such as age, gender, interests, life standards and conditions. As aimed at this study, the attitudes of students can be influenced, positively supporting them with authentic materials out of class. Teachers can prepare podcasts very easily, taking their course plans and other factors into account to attract their attention by means of which not only their listening skills but also their speaking and writing skills can be enhanced through the implementation of podcasts. Students can be assigned a summary or argumentation of what they hear considering their levels to improve their writing skills. Likewise, they may be motivated to take part in a role play activity with regard to the related podcast. The aim is to help learners develop positive attitude towards foreign language learning.

To sum up, considering the fact that English is the de-facto *lingua franca* in almost all fields of science and technology, it is indisputable that learners need to be able to not only know the rules in grammar but also have the capacity to use the target language when necessary. Thus, language skills should be better observed and students should be reinforced to participate in life-long learning as the study gives importance to process learning. Within constructivism, students should be convinced that they can make mistakes or they may not understand what they listen to, yet as they attempt to improve their language skills both in and out of class, they will be able to show better performance in the target language.

5.4. Suggestions for Further Studies

In this section, we present suggestions for further studies on the implementation of podcasts to enhance students' attitudes on the grounds of the findings obtained.

1. It would be more attractive for researchers to reach a generalization on the efficiency of podcast implementation in foreign language classes following a diligent study and research.
2. Podcasts applied to students at earlier grades as well as informing them of the advantages of listening to podcasts out of class would bring about greater benefits.
3. Teachers ought to be given in-service training regarding the importance of podcasts and how to employ them in classes. The more teachers are informed of the application, the more relaxed teachers and students will be.
4. Evaluation of listening skills should be carried out through a more detailed analysis of each student's progress.

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APPENDICES

Appendix 1

Demographic Data

1. Demographic Data of the Students in Experiment Group

GENDER		
	n	%
Female	53	55,2
Male	43	44,8
Total	96	100
COMPUTER/MP3 PLAYERS		
	n	%
Yes	78	81,3
No	18	18,8
Total	96	100
INTERNET CONNECTION		
	n	%
Yes	62	64,6
No	34	35,4
Total	96	100
LIVING WITH WHOM		
	n	%
With Family	84	87,5
With Friends	1	1,0
Other	11	11,5
Total	96	100

2. Demographic Data of the Students in Control Group

GENDER		
	n	%
Female	41	45,6
Male	49	54,4
Total	90	100

Appendix 2**CONSENT FORM**

I hereby declare that I have been informed of this research to be carried by the researcher Mehmet ŞENGÜL. Upon signing the consent form, I agree to participate in all of the activities throughout this study.

Name Surname:

School:

Class:

Date

Signature:

Appendix 3

Information Form

Dear Students,

The purpose of this study is to see the effects of podcasts on your attitudes towards foreign language education and listening skills. I prepared a questionnaire about your attitudes. You just answer the questions at the beginning and end of the implementation. During the implementation, your teacher will bring a podcast on a certain topic enabling you to enhance your listening skills. After the listening course, the podcast will be published on the webpage as www.mehmetsengul.com. You can listen to it whenever you want as you can also download it to your portable devices. There is not a limit on how much you listen to podcasts but make sure that it stays on the web page only seven days. The whole implementation lasts six weeks. You can kindly find the steps of the implementation as clearly explained below;

Step 1: Pay attention to listening course in class.

Step 2: Type www.mehmetsengul.com onto search engine and enter into web page.

Step 3: Choose “Podcast” from the section line at the top.

Step 4: Press on the podcast broadcasted online.

Step 5: Press on “Podcast Activity” to do homework.

PS: You can listen to it whenever you want. In case you lose the podcast, you can follow the same steps easily.

I would appreciate it if you could participate in the activities through the implementation. In case of help, please do not hesitate to write me as e-mail or to talk to me personally.

Thank you very much for your kind co-operation.

Mehmet ŞENGÜL

Appendix 4
Attitude Questionnaire

**İNGİLİZCE DERSİNE VE DİNLEME ETKİNLİKLERİNE YÖNELİK TUTUM
ÖLÇEĞİ***

İsim - Soyisim:
Okul Adı:

Sınıf:
Cinsiyet: Kız () Erkek ()

	EVET	HAYIR
- Ses dosyalarını dinleyebilmek için gerekli Bilgisayar/İpod/mp3 çalara sahip misiniz?		
- Evde/Yurtta İnternet bağlantınız var mı?		

	Yalnız	Ailem ile	Arkadaşlarımla ile	Akrabalarım ile	Diğer
Kim ile birlikte yaşıyorsunuz?					

Değerli öğrenciler;

Aşağıda İngilizce dersi ile ilgili duygu ve düşüncelerinizi öğrenmek amacıyla 20 sorudan oluşan bir ölçek verilmiştir. Her soruyu okuyarak size göre en doğru olan seçeneğe “X” işareti koyunuz. Lütfen gerçek düşüncelerinizi belirtiniz.

İngilizce Dersine ve Dinleme Etkinliklerine Yönelik Tutum Maddeleri	Katılıyorum	Fikrim Yok	Katılmıyorum
1) İngilizce dersinden iyi notlar alacağımı düşünürüm.			
2) Podcast dinlerken ilginç bilgiler öğrenmek bende merak uyandırır.			
3) Okulda daha çok İngilizce dinleme yapmak isterim.			
4) Zorunlu olmasa İngilizce dersine girmem.			
5) İngilizce ders saatinin gelmesini dört gözle beklerim.			
6) İngilizce dersini okuldaki birçok dersten daha az severim.			
7) İngilizce dersinde başarısız olduğumu düşünürüm.			
8) İngilizce dersinde yeni teknolojik gelişmeler öğrenmek bende heyecan uyandırır.			
9) İngilizce dersinde yer alan konuları öğrenmekte zorlanırım.			
10) İngilizce dersinde işlenen konuların günlük hayatta bana yararlı olması hoşuma gider.			
11) İngilizce dersi konularının yeni teknolojik gelişmeler hakkında bilgi vermesi bende merak uyandırır.			
İngilizce dersinde yapılan etkinliklere yönelik tutum maddeleri			
12) İngilizce ile ilgili bilmediğim bir konuyu etkinlik yaparak öğrenmek isterim.			
13) İngilizce dersinde dinleme etkinliği yapmanın sıkıcı olduğunu düşünürüm.			
14) İngilizce dersinde dinleme etkinliği yapmayı dört gözle beklerim.			
15) İngilizce dersinde dinleme etkinliği yapmanın konuları anlamak için gerekli olduğunu düşünürüm.			
16) İngilizce ile ilgili yaptığımız dinleme etkinliklerini anlamaya çalışmanın zaman kaybı olduğunu düşünürüm.			
17) İngilizce dersinde konularla ilgili dinleme etkinliği yapmanın faydalı olduğunu düşünürüm.			
18) İngilizce dersinde dinleme etkinliği yaparken geçen saatlerin zaman kaybı olduğunu düşünürüm.			
19) İngilizce dersinde daha çok dinleme etkinliği yapılmasını isterim.			
20) İngilizce dersinde anlayamadığım konuları etkinlik yaparak daha kolay anlarım.			

*Bu ölçek Nuhoğlu'nun (2008) ölçeğinden uyarlanmıştır.

Appendix 5

Student Reflection Sheet

Sevgili Öğrenciler,

Aşağıda İngilizce öğrenimini ve dinleme becerilerini geliştirmek üzere Podcast kullanımı ile ilgili sorular yer almaktadır. Bu soruların amacı Podcast kullanımının sizlerin İngilizce öğreniminiz ve dinleme becerileriniz üzerindeki etkisini değerlendirmektir. Bu kısımda sizden beklenen sorulara olabildiğince ayrıntılı ve içten cevaplar vermenizdir. Cevaplarınızı lütfen her sorunun altında yer alan boşluklara yazınız.

Çalışmaya verdiğiniz katkıdan dolayı teşekkür ederiz.

Mehmet ŞENGÜL

1. Lütfen Podcast kullanımının her aşamasında neler yaptığınızı anlatınız.

1.1. Sınma çalışması esnasında şunları yaptık:

.....

.....

.....

.....

.....

1.2. Sınıf içerisinde Podcast dinlemesi sırasında şunları yaptık:

.....

.....

.....

.....

.....

1.3. Okul dışında Podcast dinlemesi sırasında şunları yaptık:

.....

.....

.....

.....

.....

2. İngilizce dersindeki diğer dinleme çalışmalarının da Podcast kullanımı ile işlenmesini ister misiniz? Bu konudaki düşüncelerinizi ayrıntılı olarak açıklayınız.

.....
.....
.....
.....
.....

3. Size göre Podcast kullanımı ile işlenen derslerin diğer dinleme derslerinden en önemli farkları nelerdir? Bu konudaki düşüncelerinizi açıklayınız?

.....
.....
.....
.....
.....

4. Size göre Podcast kullanımının olumlu ve olumsuz yönleri? Bu konudaki düşüncelerinizi ayrıntılı olarak açıklayınız.

.....
.....
.....
.....
.....

Appendix 6

Teacher Reflection Sheet

Değerli Öğretmenler,

Aşağıda İngilizce öğrenimini ve dinleme becerilerini geliştirmek üzere Podcast kullanımı ile ilgili sorular yer almaktadır. Bu soruların amacı Podcast kullanımının sizlerin İngilizce öğreniminiz ve dinleme becerileriniz üzerindeki etkisini değerlendirmektir. Bu kısımda sizden beklenen sorulara olabildiğince ayrıntılı ve içten cevaplar vermenizdir. Cevaplarınızı lütfen her sorunun altında yer alan boşluklara yazınız.

Çalışmaya verdiğiniz katkıdan dolayı teşekkür ederiz.

Mehmet ŞENGÜL

1. Lütfen Podcast kullanımının her aşamasında hangi ilkelere dikkat ettiniz ve neler yaptığınızı anlatınız.

1.1. Isınma çalışması esnasında şunları yaptık:

.....

1.2. Sınıf içerisinde Podcast dinlemesi sırasında şunları yaptık:

.....

1.3. Okul dışında Podcast dinlemesi sırasında şunları yaptık:

.....

1.4. Isınma çalışması esnasında şu ilkelere dikkat ettim:

.....

1.5. Sınıf içerisinde Podcast dinlemesi sırasında şu ilkelere dikkat ettim:

.....

1.6. Okul dışında Podcast dinlemesi sırasında şu ilkelere dikkat ettim:

.....

2. Podcast uygulaması ile işlediğiniz derslerde karşılaştığınız güçlükleri açıklayınız?

2.1. Isınma çalışması esnasında şu güçlüklerle karşılaştık:

.....

2.2. Sınıf içerisinde Podcast dinlemesi sırasında şu güçlüklerle karşılaştık:

.....

2.3. Okul dışında Podcast dinlemesi sırasında şu güçlüklerle karşılaştık:

.....
.....
.....
.....
.....

3. Podcast kullanımının öğrencilerin dersteki motivasyon ve tutumlarına etkisi hakkındaki düşüncelerinizi açıklayınız?

.....
.....
.....
.....
.....

4. Podcast uygulamasına ilişkin genel değerlendirmelerinizi ve önerilerinizi yazınız.

.....
.....
.....
.....
.....

Appendix 7
Permissions and Approvals

T.C.
ANTAKYA KAYMAKAMLIĞI
Nihal - Turgut Anlar Anadolu Lisesi Müdürlüğü
Okul Kodu : 757846

Sayı : 59996557/903-207
Konu : Tez Çalışması

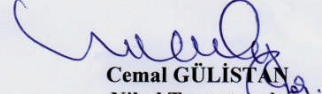
28/08/2014

İLGİLİ MAKAMA

İlgi: 28/08/2014 Tarihli ve 1387 sayılı dilekçe.

2013-2014 Yılı Şubat ve Mart aylarında Mustafa Kemal Üniversitesi Yüksek Lisans Öğrencisi Mehmet ŞENGÜL tarafından tez araştırması ve anket çalışması okulumuzda yapılmıştır.

Bilgilerinizi ve gereğini arz ve rica ederim.


Cemal GÜLISTAN
Nihal Turgut Anlar
Anadolu Lisesi Müdürü

T.C.
M.E.B.
HATAY
Nihal - Turgut Anlar
Anadolu Öğretmen Lisesi



ANTAKYA İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ
NİHAL-TURGUT ANLAR ANADOLU LİSESİ
Esenlik Mahallesi
31020 Antakya/HATAY
Tel : 0 326 214 75 33
Faks: 0 326 214 02 17

19 2014

Gmail - Re: Tutum Ölçeği Onay Talebi



Mehmet Sengul <msmehmetsengul@gmail.com>

Re: Tutum Ölçeği Onay Talebi

Hasret Nuhoğlu < >
To: Mehmet Sengul <msmehmetsengul@gmail.com>

Merhaba,

Öncelikle tutum ölçeğimi kullanmak istemenize çok sevindim. Elbette ölçeğimi kullanabilirsiniz. Ölçeğin son halini size ekte gönderiyorum.

Herhangi bir sorunuz olduğunda lütfen yazın.

İyi çalışmalar dilerim

Mehmet Sengul <msmehmetsengul@gmail.com> yazdı:

Sayın Hasret Hocam,

Büyük emek vererek hazırlamış olduğunuz Tutum Ölçeğini izniniz olursa İngilizce öğreniminde öğrencilerin dinlemeye olan tutumları üzerine yapacağım yüksek lisans tez araştırmamda İngilizce öğretimine uyarlayarak kullanmak istiyorum. Akademi dünyasına ileride sizin gibi katkı vermek istiyorum bu anlamda bana ve birçok araştırmacıya örnek teşkil etmektedir.

Cevabınızı bekliyorum. İlgili ve anlayışınız için şimdiden teşekkür ederim.

Saygılarımla,

İyi çalışmalar.

Mehmet Şengül
Yüksek Lisans Öğrencisi

—
Hasret Nuhoğlu
<http://fenegitimi.blogspot.com/>
<http://adamolacakminik.com/blog/>

Fen ve Teknoloji Tutum Ölçeği.docx
23K

Appendix 8

Use of Computers and Related Programs by Teacher Candidates

1. Use of Electronic Devices by Teacher Candidates

Equipment	Frequency of Use						Level of Use					
	Often		Sometimes		Never		I can use by myself		I can use getting help		I cannot use	
	f	%	f	%	f	%	f	%	f	%	f	%
Mobile	63	98	1	2	0	0	56	98	1	2	0	0
Usb (Flash)	55	86	9	14	0	0	54	95	3	5	0	0
Camera	48	75	14	22	2	3	55	95	2	3	1	2
Computer	45	70	17	27	2	3	55	93	4	7	0	0
Web cam	42	67	15	24	6	10	51	89	4	7	2	4
Mp3 player	38	60	19	30	6	10	55	96	2	4	0	0
Video cam	21	34	28	45	13	21	41	71	17	29	0	0
Voice recorder	12	19	23	37	28	44	45	78	11	19	2	3

2. Use of Computer Programs by Teacher Candidates

program	Frequency of Use						Level of Use					
	Often		Sometimes		Never		I can use by myself		I can use getting help		I cannot use	
	f	%	f	%	f	%	f	%	f	%	f	%
Word Processor	61	94	3	5	1	2	56	98	1	2	0	0
Music Apps	59	92	4	6	1	2	54	95	3	5	0	0
SMS	59	91	5	8	1	2	57	97	1	2	1	2
Web	57	88	6	9	2	3	53	93	4	7	0	0
Video Player	56	88	6	9	2	3	54	95	2	4	1	2
Presentation	50	76	15	23	1	2	55	95	2	3	1	2
E-mail	31	49	24	38	8	13	53	91	2	3	3	5
Blog/Forum	20	32	31	49	12	19	48	83	4	7	6	10

*These data were taken from Cuhadar and Yücel (2010).