ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

EFFECTS OF PODCASTS ON LANGUAGE LEARNING BELIEFS AND SELF-EFFICACY PERCEPTIONS OF FIRST-YEAR TURKISH UNIVERSITY STUDENTS

Süleyman BAŞARAN

A PhD DISSERTATION

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Supervisor: Assist. Prof. Dr. Neşe CABAROĞLU

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ADANA, 2010

To the Directorship of the Institute of Social Sciences, Çukurova University

We certify that this dissertation is satisfactory for the award of degree of Doctor of Philosophy in the subject matter of English Language Teaching

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ÖZET

PODKESTLERİN ÜNİVERSİTE BİRİNCİ SINIFTA OKUYAN TÜRK ÖĞRENCİLERİN DİL ÖĞRENME YARGILARI VE ÖZ-YETERLİK ALGILARI ÜZERİNDEKİ ETKİLERİ

Süleyman BAŞARAN

Doktora Tezi, İngiliz Dili ve Eğitimi Anabilim Dalı
Danışman: Yrd. Doç. Dr. Neşe CABAROĞLU
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Karışık araştırma desenli bu çalışma İngilizceyi yabancı dil olarak öğrenen birinci sınıf Türk üniversite öğrencilerinin dil öğrenme yargılarını ve öz-yeterlik algılarını betimlemektedir. Çalışmada, öğrencilerin podkestleri dil öğrenme nesneleri olarak kullanmadan önce ve kullandıktan sonra sahip oldukları dil öğrenme yargıları ve öz-yeterlik algıları üzerinde durulmakta ve bilimsel olarak anlamlı bir değişim olup olmadığını görmek için sonuçları karşılaştırılmaktadır. Araştırmada aynı zamanda katılımcıların dinledikleri podkestler ve buna bağlı olarak yaptıkları etkinlikler/görevler ile ilgili görüş ve duygularına odaklanılmaktadır. Öğrencilerin öz-yeterlik algılarını ve dil öğrenme yargılarını incelemek için 187 öğrenciye (amaçlı örneklem) iki envanterin Türkçe versiyonları uygulandı: dil öğrenme yargılarını araştırmak için BALLI ve İngilizce öz-yeterlik algılarını araştırmak için İngilizce Öz-Yeterlik Algısı Testi. Bu iki veri toplama aracı, podkestlere ve ilgili etkinliklere dayalı 12 haftalık programın başında ve sonunda verildi. Öğrenciler aynı zamanda, podkestlerin tekrarlı dinlenmesi ve ilgili aktivitelerin yapılmasına yönelik görüş ve duygularını ifade etmek için Podkest Değerlendirme Formunu uygulama süreci boyunca dört kez doldurdular. Nicel verilerin güvenilirliğini test etmek ve süreci daha iyi anlamak amacıyla 16 öğrenci (orantılı kota örneklemi) ile uygulamadan önce ve sonra yarı-yapılandırılmış görüşmeler yapıldı. Nicel veriler, betimsel istatistikler ve Wilcoxon işaretli sıralar testi kullanılarak analiz edildi. Görüşmelerden elde edilen veriler ise kodlama teknikleri kullanılarak incelendi. Detaylı analizler, podkestlerin kimi dil öğrenme yargıları ve öz-yeterlik algıları üzerinde olumlu etkiler ortaya çıkardığını gösterirken, betimsel incelemeler öğrencilerin çok farklı yargılara sahip olduğunu ortaya koydu. Bazı yargılar birbiriyle ilişkili ve anlamlı

desenlere sahip iken, bir biri ile çelişen yargılar da tespit edildi. Genel olarak, öğrencilerin podkestlere ve ilgili etkinliklere yönelik olumlu görüş ve duygulara sahip olduğu belirlendi. Ancak uygulamanın, ileri düzey becerilere ilişkin değil, sadece temel düzeydeki becerilere ilişkin öz-yeterlik algılarını olumlu olarak etkilediği görüldü.

Anahtar Sözcükler: Podkest, Dinleme, Dil Öğrenme Yargıları, İngilizce Öz-Yeterlik Algısı

ABSTRACT

EFFECTS OF PODCASTS ON LANGUAGE LEARNING BELIEFS AND SELF-EFFICACY PERCEPTIONS OF FIRST-YEAR TURKISH UNIVERSITY STUDENTS

Süleyman BAŞARAN

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This mixed method study described the language learning beliefs and self-efficacy perceptions of first-year Turkish university students engaged in learning English as a foreign language. It focused on beliefs and self-efficacy perceptions they held before and after using podcasts as language learning objects for twelve weeks, and compared the results to find out whether there was a significant change. It also focused on the description of participants' views and feelings concerning podcasts and related tasks that were covered by the program. In order to investigate learners' self-efficacy perceptions of and beliefs about foreign language learning, Turkish versions of two questionnaires were distributed to 187 Turkish university students (purposive sampling): the BALLI to investigate language learning beliefs, and the English Self-Efficacy Scale to analyze the perceived self-efficacy of English. Both instruments were given before and after the twelve-week podcast-based language learning program. Participants also filled in the Podcast Evaluation form four times during the course to express their views and feelings about repetitive listening to podcasts and doing related tasks. Sixteen participants (proportional quota sampling) were interviewed at the beginning and at the end of the course with the aim of triangulation and gaining deeper understanding of the process. The quantitative data were analyzed by using descriptive statistics and Wilcoxon signed rank test. The data from two rounds of interviews were analyzed by following coding procedures. Detailed analysis of data revealed that podcasts had positive effects on certain types of language learning beliefs and English self-efficacy perceptions. Descriptive analysis showed that participants had a great diversity of beliefs. Although some beliefs seemed to be interrelated and reflecting meaningful patterns, contradictory beliefs were also reported. Generally, participants

had positive views about the podcasts and related tasks. However, the treatment improved self-efficacy perceptions concerning basic level skills and not advanced ones.

Keywords: Podcast, Listening, Language Learning Beliefs, English Self-Efficacy Perception

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CHAPTER 1

INTRODUCTION

1.0. Introduction

Mobile technologies such as Mp3 players, iPods, smart phones, hand-held computing devices, and Third Generation (3G) networks have revolutionized traditional concepts of education. Common use of such devices has brought about mobile learning as a plausible alternative to or a good complement for conventional classroom-based teaching applications. Podcasting, which entails automatic free download of audio files into portable devices, has led to new practices especially in language learning. The most striking feature of such practices is the flexibility in learning time and location. This quite recent innovation has not been studied as a phenomenon that might affect psychological constructs in language learning processes despite the fact that it holds a high potential for leading to a paradigm shift in foreign language learning. The present study probes to investigate possible effects of the use of podcasts via mobile devices upon two closely related psychological constructs, namely, perceived self-efficacy and language learning beliefs.

1.1. Background of the Study

Internet is the most important innovation of late 20th and early 21st centuries. The advent of Internet and developments in communication technologies are cited with and compared to the discovery of electricity and of the light bulb (e.g. Zukowski, 2007). In fact, it is the Internet that has accelerated globalization and thus turned the world into a real global village, creating a knowledge economy (Loy, 2000) that has changed all conventions. This new eco-system not only curbed distances in terms of immediate access to the furthest corner of the world, but also created abundant and diverse resources and even parallel worlds such as SecondLife.

Educational conventions and practices must certainly change in this constantly evolving world (Collis, 2005). Easy access to fast Internet and common use of mobile devices must have certain implications for second or foreign language learning. Delivery of individualized and comprehensive content in real-time via the Internet and

digital technologies provides an effective means for creating appropriate learning environments that meet personal needs (Zhang and Zhou, 2003). Hence, a paradigm shift has occurred in academic issues in general and English Language Teaching (ELT) in particular. According to Hedberg and Lim (2004), educators have adopted e-learning and/or mobile learning related technologies both to extend conventional methods and to develop new skills and tools for learning and instruction. Such technologies have provided instructors with new possibilities and choices to overcome persisting problems stemming from lack of resources and time constraints and also enabled students to enjoy new learning experiences. Current technological means provide effective applications such as collaborative learning, digital storytelling, oral conversations, multimedia messages and podcasting, which are all expected to have deep impact on second and/or foreign language learning.

In parallel with the increase in the number of technological innovations, there has been a surge of research concerning the effect of mobile technology upon language learning. Earlier research asserts that mobile technologies can motivate foreign language learners via portable and flexible learning more than localized classroom learning (Norbrook and Scott, 2003). It has also been found that podcasting can provide students with an affective and low-cost tool for taking control of what they learn and thus improving their language proficiency (e.g. Kukulska-Hulme, 2005; Kukulska-Hulme and Shield, 2007).

The assertion that mobile applications may enhance face-to-face communication and even replace it in language learning settings is well grounded in previous research. Yet, continued research is crucial to explore and define characteristics and effects of mobile language learning and more specifically foreign language learning through language learning podcasts. Especially the impact of language learning podcasts on self-efficacy perception and language beliefs needs to be investigated. A deep understanding of such psychological constructs in mobile settings might facilitate development and implementation of novel educational strategies for more efficient foreign language learning and teaching.

1.2. Statement of the Problem

My experience of ten years as an EFL teacher has shown that students with poor proficiency in English are mostly those who do not believe that they can learn a foreign language. This personal observation is confirmed by a great amount of research on self-efficacy in foreign language learning, which has convincingly reported that there is a strong positive correlation between learners' self-efficacy and their EFL achievements (e.g. Peacock, 1999; Rahemi, 2007). Also, such students usually have misconceptions about the way a foreign language can be learned or taught. During my MA studies on task-based language learning activities, which required me to avoid explicit grammar teaching, majority of the participants clearly expressed that they wanted me to teach grammar. Their belief was that they could make sentences only if they were taught grammatical rules explicitly (Basaran, 2004). The crucial problem here is the fact that such negative beliefs, misconceptions and poor self-efficacy affect the whole process of foreign language learning and teaching (Horwitz, 1988; Leaver and Kaplan, 2004; Lee, 2003). Even some of the students who strenuously try to learn the language simply fail, turning the whole effort into useless toil and a vicious circle.

Motivation is not an easy and ready-made solution and instrumental motivation may not defeat the sense of failure easily. What is more, a student-centered approach might seem very inhibiting to them and thus make them feel completely helpless and lost (Hong, Lai and Holton, 2003). In such cases, forcing students to take part in oral classroom activities or collaborate on conversational tasks is often useless. No matter how hard they try, some abstract grammatical rules are the only thing they remember (Basaran, 2004). Is this only because such students do not have sufficient meaningful input to make generalizations naturally and effortlessly, the way an infant learns his/her mother tongue? Can there be other cognitive explanations? For instance, do we learn a foreign language the way we construct our world knowledge and can, therefore, a constructivist view be accepted as the sole remedy? Or is it simply because chunks or word strings in the target language are not repeated enough through natural receptive (e.g. listening) and productive (e.g. speaking) skills? New technologies create new opportunities to further explore new ways to overcome persisting problems and find plausible answers for such questions. Language learning podcasts may foster language learning by serving as tools for repetitive listening and hence lead to possible change in

the learners' self-efficacy perception and language learning beliefs. There is a vast literature on beliefs, belief development, belief change and perceived self-efficacy and also a growing body of research has accumulated on mobile learning and podcasting (see Chapter 2). To the knowledge of the author, however, there has been no research focusing specifically on possible effects of podcasts upon language learning beliefs and self-efficacy perception. This study is expected to fill this gap by investigating language learning beliefs and self-efficacy perception of learners who used podcasts as language learning objects.

1.3. Significance of the Study

Although there has been a lot of research that focus on learners' beliefs about and/or perceived self-efficacy in foreign language learning (e.g. Sakui and Gaies, 1999; Yang, 1999; Nikitina, 2006; Sim, 2007; Bakker, 2008; Çubukçu, 2008), no studies that specifically investigated the effects of podcasts on learner beliefs and self-efficacy perceptions have as yet been detected in the literature. Exploring possible effects of language learning podcasts on language learning beliefs and self-efficacy perceptions, the study tests the assertion that beliefs and perceptions do not tend to change as a result of novel applications (Fischer, 1992; Fischer, 1997; Tse, 2000; Peacock, 2001; Bakker, 2008). The study provides both qualitative and quantitative evidence for the nature of learners' perceptions and beliefs before, during and after the process of implementing a task-based language learning program that comprises language learning podcasts and related tasks.

1.4. Aim and Research Questions

The purpose of this study is to describe and explain the process and the impact of using podcasts as language learning objects and aids on learners' beliefs about and perceived self-efficacy in learning English as a foreign language. The study is geared to investigate whether there is a significant positive change in freshman EFL students' beliefs about and perceived self-efficacy in EFL. It also aims to explore cognitive and affective aspects of listening to podcasts outside classroom setting.

The exploratory questions that guide the study are as follow:

1. What are the students' beliefs about language learning on entry into podcast-based language learning program?
2. What language learning beliefs do students have after the podcast-based language learning program?
3. Is there any difference between students' beliefs about language learning before and after using podcasts as language learning objects and aids?
4. What self-efficacy perceptions do students have before using podcasts as language learning objects?
5. What self-efficacy perceptions do students have at the end of the podcast-based language learning program?
6. Is there any difference between students' self-efficacy perceptions before and after using podcasts as language learning objects and aids?
7. What are the students' perceptions and feelings concerning using podcasts as language learning objects and aids?

1.5. Key Terms

1.5.1. Mobile Learning

Mobile learning (m-learning) denotes to a learner-centered mobile communication paradigm that entails learning anytime and anywhere through mobile devices facilitating mobile communication.

1.5.2. Language Learning Objects

Learning Technology Standards Committee (LTSC, 2001) defines and describes a learning object as follows:

> A learning object is any entity, digital or non-digital, which can be used, re-used or referenced during technology supported learning. Examples of technology supported learning include computer-based training systems, interactive learning environments, intelligent computer-aided instruction systems, distance learning systems, and collaborative learning environments. Examples of Learning Objects include multimedia content, instructional content, learning objectives, instructional software and software tools, and persons, organizations, or events referenced during

technology supported learning (Retrieved December 23, 2009 from http://www.ieeeltsc.org).

1.5.3. Podcast

Podcasting is defined in Wikipedia (February 2008) as:

> *the method of distributing multimedia files, such as audio programs or music videos, over the Internet using either the RSS or Atom syndication formats, for playback on mobile devices and personal computers.*

Cebeci and Tekdal (2006:47) propose that podcasts can be used as effective language learning objects and underline two main features of podcasting:

1. *Podcasting is an audio content delivery approach based on Web syndication protocols such as RSS and/or Atom.*
2. *Podcasting aims to distribute content to be used with mobile and digital audio/video players such as iPods including all other MP3 players, cell phones and PDAs.*

1.5.4. Task and Task-Based Language Learning (TBLL)

'Task' is defined as a meaning-based activity closely related to learners' actual communicative needs and with some real-world relationship, in which learners have to achieve a genuine outcome (solve a problem, reach a consensus, complete a puzzle, play a game, etc.) and in which effective completion of the task is accorded priority (Klapper, 2003: 35). 'Task-based Learning' is any kind of learning which involves the performance of a specified task or piece of work (Wallace, 1991: 46).

1.5.5. Self-Efficacy

Perceived self-efficacy conceptualizes students' beliefs in their capabilities in a specified field or task. Bandura (2006) defines perceived self-efficacy as peoples' beliefs in their capabilities to produce given attainments. Self-efficacy beliefs are related to motivational behavior and mean individuals' perception of how capable they are of performing certain specific tasks or activities (Graham, 2007).

1.5.6. Language Learning Beliefs

Beliefs about language learning are accepted as learners' metacognitive knowledge about themselves as language learners, their goals and needs (Bernat and Gwozdenko, 2005). Beliefs affect attitudes and motivation (Baker, 2008) and students' efficiency in classroom setting (Horwitz, 1988). In literature on constructs that affect language learning and acquisition, the terms belief and perception are used interchangeably (e.g. Tse, 2000; Schulz, 2001; Mori, Sato, and Shimizu, 2007) for it seems to be quite difficult to differentiate between them. Therefore, for the purpose of this study belief and perception will be taken as synonymous.

1.6. Limitations

The study is geared to investigate the change, if any, in participants' beliefs about foreign language learning and perceived self-efficacy in using the target language after utilizing podcasts as learning objects and aids. Reactions of Turkish learners of English to the innovation of using podcasts as language learning objects and the adjustments that need to be made during the process to optimize the positive effects are also explored. Students' pre-structured ideas and views, which can broadly be taken as 'beliefs', about the necessity and the best way(s) of learning a foreign language affect both the teaching/learning process and its end-product. Therefore, instead of focusing on the end-product, which is a functional command of English in this case, this study takes the process and the factors that may lead to the end-product as the focal point. In other words, studying the impact of podcasts on language proficiency exceeds the limits of this study.

Another limitation of the study is its specific concern for pedagogical uses and implications of innovative technology and not technology per se. Although the study comprises identification of certain guidelines for the selection of podcasts to be used, it does not include issues such as the technicalities entailed in preparing language learning podcasts. Rather, it analyzes the process of integrating "podcasts as innovation" into conversational classroom tasks.

Coursework was limited to repetitive listening of elementary level podcasts and doing related activities prepared by the British Council. Free podcasts and their support

packs were downloaded from http://learnenglish.britishcouncil.org/elementary-podcasts. All activities utilized during the course were task-based. Therefore, other types of podcasts and activities are not within the framework of the present study. That is, results of the study cannot be generalized to other podcasts and task types.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter presents a review of literature that primarily focuses on Cognitive Load Theory and Constructivist Theory, both of which provide a theoretical basis for the study, Task-Based Language Instruction (TBLI) and E-learning, which correspond to the syllabus design and implementation phase of the study, and finally language learning beliefs and self-efficacy perceptions, which are investigated in relation with the use of podcasts as language learning objects within a task-based syllabus (see Figure 2.1 for an outline of theoretical framework of the study). The section on E-learning and podcasts as language learning objects also includes a review of language learning and technology, mobile learning, podcasting and related research in Turkey. The section on TBLI includes a brief history of task-based applications, as well as definition and characteristics of task and task types and variables. The discussion of beliefs about language learning and self-efficacy perception addresses previous research on these topics and studies on belief and perception change.

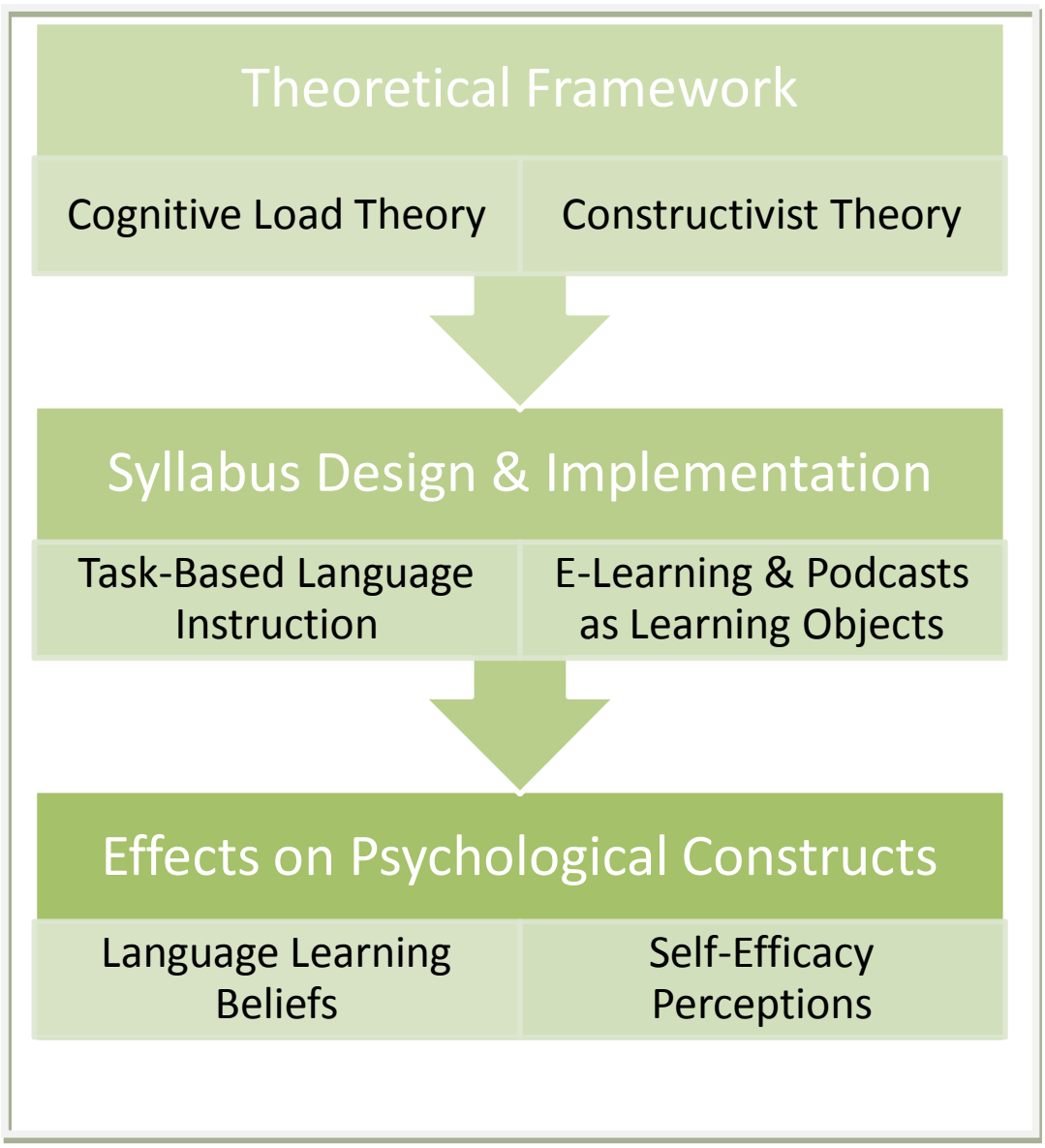


Figure 2.1 Outline of Literature Review

2.1. Theoretical Framework

2.1.1. Assumptions

Several underlying assumptions guided the study. The assumptions that guided the study were:

- Mobility and flexibility features of mobile applications enhance schemata development and reduce cognitive load through repetitive listening to understandable podcasts.

- Task-based activities that were included in the implementation phase of the study provided students with opportunities such as repetitive listening and modeling, which were expected to lower their affective filter and enhance oral and written production.
- Language learning is a process in which learners undergo a change in their beliefs and perceptions through their learning experiences.
- Possible effects of repetitive listening to elementary level podcasts and doing related task-based activities on cognitive load and hence language proficiency can be observed by comparing the views that participants hold before and after the implementation and analyzing changes that may occur in language learning beliefs and self-efficacy perception of learners who listened to podcasts repetitively and also did related tasks in the class.

Selection of relevant literature was based on these assumptions that underline the study. A vast amount of theory has accumulated in the field of second and foreign language learning over the last fifty years. However, there is still no consensus on the theoretical nature of foreign and/or second language acquisition (Cummins, 2000). Both psychological and linguistic theories provide plausible answers for foreign language learning within the context of innovative technology use. The use of mobile and digital technologies in foreign or second language learning is mostly warranted through cognitive and constructivist approaches to second language acquisition. This study, which aims to investigate possible effects of podcasts on self-efficacy perceptions and language learning beliefs of first-year Turkish university students, comprises two conceptual or theoretical frameworks: Cognitive Load Theory (CLT) and Constructivist Theory. In the following sections, the theories from which underlying assumptions were drawn are elaborated upon.

2.1.2. Cognitive Load Theory

According to Cognitive Load Theory (CLT), the memory system of human beings has components such as long-term memory and short-term memory (Baddeley, 1986). Long-term memory is classified into declarative (explicit) memory and non-declarative (implicit) memory. “Declarative memory involves the ability to learn facts or items that can be deliberately recalled” (Crosson, et al., 2002:374). Declarative

memory is further classified into semantic memory and episodic memory. On the other hand, conditioning, priming and procedural memory are accepted as sub-classes of non-declarative memory. Procedural memory, which stands for retention of knowledge in a way that one is not aware of the nature of knowledge or the way knowledge is formulated and constructed, is acquired through repeated realization of tasks (Schumann, et al., 2004). This is the type of memory we use when we drive a car, play a musical instrument or speak our mother tongue.

Working memory that has a limited capacity interacts with an unlimited long-term memory. Working memory includes two mode-specific components: the phonological loop and the visual-spatial sketchpad. It also includes a coordinative component; that is, the central executive (Baddeley, 1986). Knowledge is processed and stored in long-term memory as schemata. A schema can hold great amount of information, but it is processed as a single unit in working memory. Schemata might incorporate information elements and production rules and become automated, thus requiring less storage and controlled processing (van Bruggen et al, 2002; Kirschner, 2002).

The way knowledge becomes procedural or automatic should certainly have strong implications for language instruction methodology. Podcast-based repeated language learning tasks which entail production of observable output may help the knowledge included in the tasks become part of procedural memory. Yet, productive skills are related to working memory, which is believed to be functioning as a part of short-term memory. Working memory requires temporary retention of information that is being processed (Richardson, 1996) because of processing capacity limitations. That is why chunks and formulaic language, which require far less processing capacity, are seen as invaluable tools during production; that is speaking and writing. According to Lee (2004:49), “Through chunking, motor and cognitive action sequences are formed as routines that can be subsequently executed as performance units.” As is asserted by Crowell (2004:101), “knowledge that is stored declaratively is not *converted* into non-declarative knowledge. Instead, learners acquire and store information in both declarative (hippocampus/cortex) loops and non-declarative (basal ganglia/cortex) loops.” Repetitions and rehearsals do not help declarative knowledge become procedural but enable learners build and strengthen connections between declarative

and non-declarative memory. Actually, conversion of declarative knowledge into procedural knowledge during, say, oral production would lead to a too-heavy cognitive load to be processed. Positive effects of rehearsal (e.g. Verkoeijen and Delaney, 2008), worked examples (e.g. Van Gerven, Paas and Schmidt, 2002, Paas and Van Gog, 2006; Sweller, 2006), multimedia learning (e.g. Mayer and Moreno, 2002), and computer-assisted collaborative learning environments (e.g. Van Bruggen, Kirschner and Jochems, 2002) to reduce cognitive processing load have been extensively reported in literature. Listening to podcasts repetitively may also reduce cognitive processing load and prepare learners for oral production of target language.

Working memory is improved through repetition of tasks (Schumann, et al., 2004). Procedural memory, which stands for retention of knowledge in a way that one is not aware of the nature of knowledge or the way knowledge is formulated and constructed, is acquired through repeated realization of tasks (Schumann, et al., 2004). CLT is concerned with the limited capacity of working-memory and its enhancement to promote learning by providing appropriate levels of cognitive load (van Bruggen et al, 2002).

Limitations of working memory are not usually taken into account in traditional instruction. Conventional teaching seems to impose an extraneous cognitive load on working memory by focusing on rules in lectures and other types of presentations. However, language acquisition necessitates a shift from superfluous to relevant cognitive load (van Bruggen et al, 2002). Mobility and flexibility features of mobile applications may foster schemata development and reduce cognitive load through repetition. Following from these, it is assumed that such a possible positive effect can be observed by analyzing changes that may occur in language learning beliefs and self-efficacy perception of learners who listened to podcasts repetitively and also did related tasks in the class, and hence the present study compares the views that participants hold before and after the implementation.

2.1.3. Constructivism

The second theory that provides a sound framework for and shed light on the present study is Constructivism. According to Von Glasersfeld (1989), the idea of cognitive construction dates back to as early as Socrates and the term was first

introduced in modern psychology by James Mark Baldwin (1861-1934) and Jean Piaget (1896-1980). However, Von Glasersfeld (1995) also states that Giambattista Vico first coined the term "Constructivism" in a treatise he wrote on the construction of knowledge in 1710. In his treatise, Vico argues that knowledge is something that is constructed by the knower. Despite the fact that Vico was the first to use the term, it was Piaget (1973) who made the term well known in academic circles. In Piaget's theory of knowledge, children were seen as "lone scientists" who created their own sense of the world.

Constructivism simply adheres to the principles that knowledge is not passively received but actively built and that human cognition is adaptive to the experiential world. The idea that learners actively construct their knowledge from their experiences forms the central argument of constructivism. Originally, it holds the "philosophical belief that people construct their own understanding of reality" (Oxford, 1997:42). In constructivism, people are believed to construct meaning through their interactions with their surroundings.

This well grounded theory also has plausible implications for second or foreign language instruction. Constructivist research in SLA supports the assertion that language acquisition is a process of learners' cognitive analysis of regularities and distributional characteristics in the language. Knowledge of the language is not based on innate grammar, but it is rather a statistical assimilation of meaningful linguistic input (Ellis, 2003).

Constructivism, which has grown on roots in philosophy, psychology and cybernetics, is simply based on the principles that knowledge is not passively received but actively built and that human cognition is adaptive to the experiential world. The assertion that learners actively construct their knowledge from their experiences forms the foci of constructivism. Although the idea of cognitive construction dates back to as early as Socrates, the term was first introduced in modern psychology by James Mark Baldwin (1861-1934) and Jean Piaget (1896-1980) (von Glasersfeld, 1989:1). According to von Glasersfeld (p.2-3), the constructivist perspective has the following consequences:

1. *There will be a radical separation between educational procedures that aim at generating understanding ('teaching') and those that merely aim at the repetition of behaviors ('training').*
2. *The researcher's and to some extent also the educator's interest will be focused on what can be inferred to be going on inside the student's head, rather than on overt 'responses'.*
3. *The teacher will realize that knowledge cannot be transferred to the student by linguistic communication but that language can be used as a tool in a process of guiding the student's construction.*
4. *The teacher will try to maintain the view that students are attempting to make sense in their experiential world. Hence he or she will be interested in students' 'errors' and, indeed in every instance where students deviate from the teacher's expected path because it is these deviations that throw light on how the students, at that point in their development, are organizing their experiential world.*
5. *This last point is crucial also for educational research and has led to the development of the Teaching Experiment, an extension of Piaget's clinical method, that aims not only at inferring the student's conceptual structures and operations but also at finding ways and means of modifying them.*

These, now deeply-rooted, principles of constructivism in education and educational research have clear implications for second language acquisition (SLA). All constructivist research threads in SLA (e.g. connectionism, functional linguistics, emergentism, cognitive linguistics, chaos/complexity theory of applied linguistics, computational linguistics) are based on and confirm the assertion that language acquisition is a process of learners' cognitive analysis of regularities and distributional characteristics in the language. Knowledge of the language on the learner's part is not a mere result of innate grammar, but rather a statistical assimilation of meaningful linguistic input (Ellis, 2003). This well-grounded theory should certainly have plausible implications for second or foreign language instruction.

Constructivist approaches also provide a theoretical basis and framework for research on learners' beliefs and self-efficacy perceptions. William James (1842-1910), one of the earliest proponents of constructivist psychology and epistemology, succinctly

defined the links between beliefs and experiences and stressed the importance of beliefs in learning as early as 1897 (Fieser, 1996). In constructivist theory, learning is development; not the result of development and change in beliefs and perceptions are the most important constructs of the developmental process (Janes, 2005). The idiosyncratic nature of learning from the constructivist point of view is based on the fact that each learner and the beliefs, perceptions, knowledge, experience and preferences s/he brings to the learning environment is unique (Chester and Francis, 2006). Brett (2006) reiterates the importance of investigating learners' attitudes and perceptions of their learning experience as an essential part of strategic evaluation and formation processes.

In the light of above mentioned studies, it is assumed in the present study that learning, which is conceptualized in constructivist theories as a process of meaning making, structuring and re-structuring, is not a separate entity and independent of beliefs and perceptions. Rather, it can best be defined as the evolution of or the change in beliefs and perceptions through experience. This is a further assumption guiding the present study. To put it another way, language learning is viewed as a process in which learners undergo a change in their beliefs and perceptions through their learning experiences. According to constructivist theory, beliefs as well as customs, language, and religion are part of cultural influences that affect learning by promoting of views and accessibility of these views within a certain community of learners (Cole and Wertsch, 1996).

Constructivism related issues and topics such as Kelly's Personal Construct Theory (1991), radical constructivism and social constructionism exceed the limits of the present study. For a detailed review of these topics, see Ruskin (2002).

2.2. Task-Based Language Learning

Task-Based Language Instruction (TBLI) is a methodology that stems from a theoretical background closely related to Constructivism and offers effective techniques for foreign and second language instruction. A review of TBLI literature was included in this chapter because of its relation to the constructivist approach to learning and due to the fact that the implementation phase of the present study involved task-based activities.

2.2.1. Background to and Rationale for Task-based Language Instruction

Ever since 1970s, task-based language instruction (TBLI) has been subjected to various studies and projects. For instance, Prabhu (1987) conducted a project called "Communicational Teaching Project", in which he applied task-based techniques in secondary school classes in India, in 1979. Prabhu observed that structure-based courses necessitated a lot of corrective re-teaching, that such re-teaching also led to disappointing results and students were unable to use English in authentic contexts despite the fact that they could make grammatically correct sentences in the classroom, and thus justified his preference for TBLI. Leaver and Kaplan (2004) report that in early 1980s, task-based language instruction (TBLI) replaced more traditional methods in the American language institutions. It was found out that task-based instruction and authentic materials helped learners to improve their language skills faster and that they managed to use the foreign language they learnt in real-world circumstances more efficiently. The students were observed to construct an effective meaning system to express what they wanted to say despite the fact that their grammar and lexis knowledge was quite poor (Leaver and Kaplan, 2004). In 1990s and 2000s, TBLI became more and more popular. Teachers of English at China-Hong Kong English School (CHES, 2003) adopted TBL in their continuous search for effective, practical and innovative teaching methods. It is evident in the CHES report that they employed TBLI in the framework of a model comprised of stages such as 'ready to go (warming-up), reading, grammar, real life tasks and writing. It was reported that students liked the textbooks (which were task-based) and the English lessons better, and that their involvement in class activities dramatically increased because they loved the topics. It was also observed that students' communicative abilities and skills developed and finally that students' keenness to talk in English improved.

Carless (2003), who conducted a related study in Hong Kong, reported that task-based teaching was introduced in Hong Kong as part of a so-called Target-Oriented Curriculum (TOC) reform. Carless (2003) argued that the implementation of task-based teaching in primary schools can be defined as the weak approach to task-based learning, with tasks very similar to the production stage of a Presentation-Practice-Production method. He also claimed that this weak approach is more feasible in Hong Kong, especially with 6–7 year old young foreign language learners, than a strong approach,

where tasks are the primary elements under focus and the language to be used emerges from the tasks.

The idea that language is primarily a meaning system forms the main rationale behind task-based language learning (Oxford, 2006). This is confirmed by the fact that teaching grammatical structures does not suffice for enabling language learners to use the target language (Nunan, 2004). Students usually have the false belief that they can speak the target language if they learn grammatical structures and vocabulary. However, most learners taught a second or foreign language with a structure-based approach usually fail to attain fluency and proficiency in the target language even after years of instruction (Skehan, 1996a). It is known that learning and cognition are fundamentally situated and it is this important principle that allows the constructivist theory of learning to acknowledge that individuals are active agents who engage in their own knowledge construction by integrating new information into their schema and by associating and representing it into a meaningful way (Tomasello, 2005; Fillmore, Kay, Michaelis and Sag, 2006). Language learners do not aim to use specific structures or words, but try to express or convey meaning in specific contexts (Bianchy and Vassallo, 2007). This means that structures and words are not the end, but the means. The keenness to communicate stimulates language development and this is symbolized in accurate grammatical structures and vocabulary. Feez (1998) defined basic assumptions of TBLI as:

1. *The focus of instruction is on process rather than product.*
2. *Basic elements are purposeful activities and tasks that emphasize communication and meaning.*
3. *Learners learn language by interacting communicatively and purposefully while engaged in meaningful activities and tasks.*
4. *Activities and tasks can be either those that learners might need to achieve in real life or those that have a pedagogical purpose specific to the classroom.*
5. *Activities and tasks of a task-based syllabus can be sequenced according to difficulty.*
6. *The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and*

> *the degree of support available. (Quoted in Richards and Rodgers, 2001: 224.)*

Skehan (1996b) warns that focus on meaning may lead the learners to neglect form and develop strategies to do tasks better, and suggests that, therefore, instruction should devise ways of focusing on form, as well, without losing the communicative value of tasks. This argument is based on the idea of dual-mode processing, which provides evidence for both structured learning and exemplar-based learning, and claims that both modes combine in a synergistic manner to produce results. Task-based language instruction (TBLI) can be integrated into more traditional methods (Nunan, 1989; Pica, 2000) to address such concerns. This idea of focusing on form in meaning-based contexts finds support in second language acquisition (SLA) research (e.g. Dekeyser, 1998; Harley, 1998; Long and Robinson, 1998).

Although there are various types of form-based instruction, the one commonly referred to as presentation-practice-production (PPP) is the most prevalent and established in Turkey and many other countries. In the presentation section of the class the teacher focuses on a single structure, or a function. Practice takes place in the second phase of the class and is assumed to enable learners to use and internalize the structure they have just learnt. The production stage, which is also called the 'free stage', provides the learner with the opportunity to reproduce the structure spontaneously. Yet, this stage is not as straightforward as it seems; free production usually does not take place (Willis, J., 1996). Students find it easier to focus primarily on form and make sentences with the new structure. In some cases, students might also focus only on meaning and complete the task effectively without using the new structure. This dilemma provides another rationale for TBL. Students can start with the task, use structures and vocabulary they have already acquired and try to improve their command of the target language (Willis, D., 2003).

Tasks form a central component in task-based language instruction (TBLI) practicum, because they provide contexts that are essential for acquisitional processes. Tasks enhance processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language acquisition (Richards and Rodgers, 2001). However, TBLI techniques might seem inhibiting to teachers who are accustomed to form-based teaching practicum. Jane Willis (1998) reports that at the end of a workshop

on task-based approach to language teaching teachers stated that task-based learning seems like an adventure, as learners might surprise the teacher by coming up with all kind of things (See also Bygate, et al., 2001). Acknowledging that TBLI may entail elements of risk that can make things quite scary for teachers, she offers a principled use of a task-based learning framework in order to show how to minimize such a risk and thus help teachers create tasks that are fulfilling and challenging but not too precarious. Figure 2.1 outline the framework proposed by Willis (1998).

The figure outlines not only the main components of a task-based class but also the teacher and learner roles within TBLI framework. Tasks are used as the central component of a three-part framework: pre-task, task cycle and language focus. Willis (1998) asserts that components were especially designed to create conditions for language acquisition, and thus provide rich learning opportunities for different types of learners. As is evident in the figure, the teacher has the role of an organizer or a counselor with a certain degree of control. It is also clear that the learners have great opportunities for both oral and written target language use in TBLI.

TBLI methodology has drown due attention in Turkey, as well. As part of a recent educational reform in Turkey, there has been a shift of focus from knowledge-based approaches to more constructivist approaches in primary and secondary schools curriculum. However, educational circles do not use the term “task-based learning” but rather constructivism. Terms such as active learning, effective learning, cooperative learning, and problem solving are also commonly used (Akyel, 2002; Açıkgöz, 2002; Demirel, 1999; Saban, 2002). Pedagogical approaches that these terms stand for have certain crucial characteristics in common with TBLI: They all entail student-centered instruction and learning by doing. Cohen et al. (1996:152-153) accept that active learning is task-based and affirm that in active learning, the teacher holds the additional role of expert and encourages discussion and mutual help between learners, adding that active learning has a co-operative structure. Yet, according to Cohen et al, there is no hierarchical structure in task-based learning. The role of the teacher in task-based learning is that of a wise and experienced member of the group.

Components of a TBLI Framework

PRE-TASK PHASE

INTRODUCTION TO TOPIC AND TASK
Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead in to a task.

TASK CYCLE

TASK	**PLANNING**	**REPORT**
Students do the task, in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes don't matter.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.	Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.

Learners may now hear a recording of others doing a similar task and compare how they all did it. Or they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

LANGUAGE FOCUS

ANALYSIS	**PRACTICE**
Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books.	Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis.

Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner.

Figure 2.2 Components of a TBL Framework. Adapted from Task-based Learning: What Kind of Adventure? By Willis, J. (1998). *The Language Teacher.* Retrieved 27 August 2008, from http://www.jalt-publications.org/tlt/files/98/jul/willis.html. Adapted with permission.

The terms TBLI and the Constructivist Approach are used with close connotations as comprising similar applications and are compared with traditional approaches by Morrow and Potter (n.d.) in order to provide a theoretical justification for

TBLI. They claim that traditional approaches to teaching often entail taking problems out of the context of their creation, while a constructivist approach acknowledges the efficacy to learning in allowing students to solve problems within the framework of the context that produced them and that therefore task-based learning is the best way to situate knowledge and its convenience. It is believed that the tasks or authentic activities become central components of learning.

Despite the vast amount of theory accumulated in the field of second language acquisition (SLA), there is a long way to go before acquisitional processes are fully resolved (MacDonald, Badger and White, 2001). Nevertheless, research has made it clear that the type and amount of interaction is the determining factor in SLA (Lloret, 2003). TBL leads to effective interaction desirable for acquisition through structured tasks, collaborative output and relevant feedback. Interaction cannot be achieved effectively in second language classrooms without first identifying the forms and structures to be used. Students take part in interactive activities enthusiastically only when the task is defined, that is when they are told what to do and how to do it. Both the "creation" process and the "product" are important tools for student-student and teacher-student interaction, which is essential for SLA (Ellis, 2001:60). The process is not so straightforward; usually psychological barriers are at work during the process. Learners of a second language feel quite constrained while trying to communicate, as they feel they must say what is correct in a certain context in a consistent way. The need for interpersonal acceptability often restricts them (Batstone, 2002). That is why most students are usually reluctant to risk the danger of feeling awkward. The most effective way of surmounting such difficulties and inhibitions is to identify and limit tasks for second language learners and give them clear instructions about the structures they can use. Learners are also given time for thinking and planning in task-based language classes, which is also expected to eliminate learners' psychological barriers. Crabbe (2007) stresses that learning opportunities in each task should be identified and modeled for learners so as to encourage them to manage their learning independently, with a focus on improving their performance in the task. Crabbe (2007) also underlines the importance of affective factors and private learning within TBL framework. Task-based activities that were included in the implementation phase of the study provided students with opportunities such as repetitive listening and modeling, which were expected to lower their affective filter and enhance oral and written production. More recent

research has focused on task-based language learning and technology use in language instruction (e.g. Kiili, 2005; Lee, 2008; Seedhouse and Almutairi, 2009). Despite the great number studies that support basic claims of TBLI, certain researchers are sceptic about TBL in that its claims are based on unproved hypotheses and that there is no copmpelling evidence for the validity of its theory (e.g. Swan, 2005). Ellis (2009) reviews a number of criticisms of TBLI and argues that criticims stem from misunderstanding of TBL theory.

2.2.2. Definitions and Characteristics of 'Task'

Because of task-based characteristic of activities covered in the program, it seems necessary to include definitions of and some further elaboration on characteristics of tasks. Researchers have defined "task" in many diverse ways. Long (1985) defines a task as "a piece of work undertaken for oneself or for others, freely or for some reward" (p. 89). Nunan (1989:6) highlights that a task "should have a sense of completeness, being able to stand alone as a communicative act in its own right". He defines a communicative task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (Nunan, 1989: 10). Klapper (2003:35) defines tasks as "meaning-based activities closely related to learners' actual communicative needs and with some real-world relationship, in which learners have to achieve a genuine outcome such as solving a problem, reaching a consensus, completing a puzzle or playing a game, and in which effective completion of the task is accorded priority." Cunningham and Moor (1999) define a task as "an extended oral activity, in which the primary goal is to achieve a particular outcome or product", and thus limit the range and variety of task-based activities and suggest that task-based activities are primarily oral. Willis (1998) describes a language learning task as "a goal-oriented activity with a clear purpose". In a definition by Moor (1998a) a task is taken as "a spoken activity that leads to some kind of recognizable outcome or product" and it is asserted that this definition can be extended to "written tasks", thus drawing a distinct line between oral and written tasks. He asserts that written tasks can be differentiated from "projects", because tasks are completed within 60-90 minute lesson with readily available materials in the classroom. According to Skehan (1996b) a"task" as an activity in which meaning is primary, there is a relationship to the real world, task completion

has some priority, and the assessment of task performance is accomplished in terms of task outcome.

Ellis (2003:9) identified criterial features of tasks in detailed. A task is "a work-plan, involves a primary focus on meaning, involves real-world processes of language use, can involve any of the four language skills, engages cognitive processes, and has a clearly defined communicative outcome". It is stressed that "a task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed" (Ellis, 2003:16). Littlewood (2004) claims that an activity becomes a task only when it requires learners to focus on meaning. This means that a language learning activity is not a real task if it is prepared or developed in a way that it addresses linguistic considerations. Five elements of a real task are identified within the framework of Target-Oriented Curriculum (TOC) reform in Hong Kong (Carless, 2003: 485-500), which are:

1. *a purpose or underlying real-life justification for doing the task, involving more than simply the display of knowledge or practice of skills*
2. *a context in which the task takes place, which may be real, simulated or imaginary*
3. *a process of thinking and doing required in carrying out the task, stimulated by the purpose and the context*
4. *a product or the result of thinking and doing, which may be tangible or intangible*
5. *a framework of knowledge, strategy and skill used in carrying out the task (Carless, 2003: 485-500).*

In relation to the points discussed so far, podcast-based tasks that the students were given during the implementation phase of the present study reflected the above cited characteristics and elements. They were all meaning-based and had a communicative purpose. Task-based nature of activities covered by the program was also confirmed by two members of the team that prepare LearnEnglish Elementary Podcasts. In a personal correspondence with members of the team, Michael Houton, the Global Product Manager for British Council, stressed that the support-pack accompanying the podcasts encourages learners to do "real-life" tasks. Another team

member Andy Baxter asserted that the Support Pack attempts to meet criteria set by Jane Willis.

2.2.3. Task Types and Variables

In literature tasks are classified in different ways. For example, Nunan (1989, p. 6) draws a distinction between "pedagogic" tasks and "real-world tasks" and accepts pedagogic tasks to be mainly communicative. Further task categories may also be defined; for instance, by language function, or by cognitive processes or knowledge hierarchies. Pica, Kanagy and Falodun (1993) base their classification on the type of interaction that occurs during task completion, for example, if the interaction is one-way or two-way and thus define five types of tasks: jigsaw tasks, information gaps, problem-solving, decision-making, opinion exchange. One-way and two-way flow of information is also called reciprocal and non-reciprocal tasks, respectively (Ellis, 2001). Tasks may also be defined by topic, by the language skills required for completion, or by whether the outcome is closed or open. Closed and open tasks are termed as divergent and convergent tasks respectively in Long (1989). In the figure below Willis (1998) classifies types of task-based activities, among which she includes problem solving and project work.

	ORDERING, SORTING, CLASSIFYING	
LISTING		**COMPARING, MATCHING**
	YOUR TOPIC e.g., cats	
PROBLEM SOLVING		**CREATIVE TASKS, PROJECT WORK**
	SHARING PERSONAL EXPERIENCES, ANECDOTE TELLING	

Figure 2.3. Task types. Adapted from Task-based Learning: What Kind of Adventure? By Willis, J. (1998). *The Language Teacher*. Retrieved 27 August 2008, from http://www.jalt-publications.org/tlt/files/98/jul/willis.html. Adapted with permission.

Willis (1998) asserts that each type of tasks involves different cognitive processes. The top three types increase in cognitive complexity from left to right, but are generally cognitively less challenging than the three at the bottom. These may involve more complex cognitive operations or combinations of simpler task types (Figure 2.3). In a study on task-based material development Willis (2000) proposes a number of activities that range from "traditional practice exercises to learner-centered, consciousness-raising activities which involve different kinds of operations, including identifying patterns or usages classifying hypothesis building and checking, cross-language exploration, deconstruction and reconstruction of text, recall, and reference activities". In another study, McKinnon and Rigby (n.d.) state that the primary focus of task-based classroom activities is the task and language is the instrument that the students use to complete them. According to them, "playing a game, solving a problem or sharing information or experiences", can be considered as relevant and authentic tasks. They argue that in TBL, neither an activity in which students are given a list of words to use nor a normal role-play if it does not contain a problem-solving element can be considered as a genuine task. In his study on producing/developing task-based materials, Moor (1998b) outlines a "model- planning/rehearsal/input-task" cycle in the figure below and suggests that any non-task-based material can be modified into task-based activities. He proposes activities such as "giving short talks, conducting surveys and questionnaires, designing posters or texts to be stuck on the wall and writing or recording class magazines and videos". Moor (1998b) suggests that any task-based activity type should have one or more of the following characteristics so as to be worthwhile:

1. *Intrinsic interest (personal anecdotes, favorite stories, discussions where there is a problem to be resolved, etc.)*
2. *The existence of an outcome or end product (records, videos, posters, etc.)*
3. *Provision for language input (from the teacher, reference books and fellow students, etc.)*
4. *Opportunities for silence, spontaneous speech and prepared speech (time for planning)*

Task variables that can be studied comprise characteristics such as cognitive

difficulty and familiarity of the task and whether the task is structured or not. The conditions under which tasks are performed also form an important variable. Examples of this variable include interlocutor familiarity, planning time and performance conditions (Wigglesworth, 2001). Robinson (2006) defines pedagogic task characteristics as task complexity (cognitive factors), task condition (interactive factors; open, one-way, etc.) and task difficulty (learner factors). It is asserted that cognitive load theory, which is believed to make tasks more difficult, can be divided into "two theoretically motivated subcategories of resource-directing and resource-dispersing variables", which are proposed to have different effects on learning and performance. Resource-directing variables differentiate task characteristics on the bases of the conceptual demands they make, while resource-dispersing variables distinguish task characteristics on the basis of the procedural demands they make (*ibid,* 18) Task characteristics can be identified as interacting groups of factors. Robinson (2001) proposes three groups, which together form a set of criteria that can be adopted to devise tasks with gradually increasing demands. The resulting framework can be used for designing research into task characteristics. Robinson distinguishes task complexity from task difficulty and task conditions. These three groups of factors interact to influence task performance and learning. The factors that contribute to task complexity are represented by Robinson as dimensions, or in some cases, continuums, in which relatively more of a feature is present or absent.

This section elaborated theoretical underpinnings of TBLI methodology, task definitions and characteristics in order to justify the use of podcast-related tasks in the implementation phase of the study. Following sections comprise a review of literature on E-learning, mobile technology applications in language learning and more specifically use of podcasts as language learning objects.

2.3. Technology and Language Learning

Technology is believed to be the most important agent of change. In educational institutions of developed countries, technology has become the norm and not the exception. Technology in general and digital technology in particular has had a revolutionary impact on foreign language learning. EFL literature is abound with success stories and academic papers that report on novel technology-based applications

and their positive outcomes (e.g. Shulman, 2001; Chapelle, 2003; Hamzah, 2004; Egbert, 2005; Yang and Chen, 2006; Meskill and Anthony, 2007; Yamada and Akahori, 2007; Takatalo, Nyman and Laaksonen, 2008). The importance of emerging technologies lies in the fact that they provide opportunities for self-paced language instruction (Godwin-Jones, 2007; Reinders and Lazaro, 2007), individualized, student-centered instruction (Coryell and Chlup, 2007), authentic conversation and collaboration with users and learners of the target language (Dietz-Uhler and Bishop-Clark, 2001; Chapelle, 2003; Paulus, 2007) and culture learning (Levy, 2007), which creates a sense of immersion in the target language community.

2.3.1. E-learning and Using Podcasts as Language Learning Objects

E-learning is a broad term encompassing the use of web-based applications and digital technology use for educational purposes, mobile learning, distributed learning and distance learning. Podcasting and using podcasts in foreign language instruction, on which the present study is based, is a recently developed subfield of mobile learning and hence E-learning. Following sections review literature on these topics, beginning with broader terms and going towards more specific ones.

2.3.2. E-learning

Computer technology and the Internet have become new modalities of instruction, popularity of which is increasing with such technologies becoming affordable and accessible all over the world. Although the term E-learning is commonly used, it does not have a common definition (Dublin, 2003). It is often used interchangeably with several other related terms, such as electronic learning, distributed learning and distance learning (Oblinger and Hawkins, 2005). Computer and Internet-based instruction and learning is commonly referred to as “E-learning”. More specifically, it is generally used for web-based distance education that includes no face-to-face interaction. Keller (2005) provides a broader definition of the term: E-learning can be viewed as an either integrated learning system, computer-assisted instructional components, the use of digital media such as web pages, or simply using computers as an educational tool. This definition seems to include all types of technology enhanced learning, in which technology is employed to promote the learning process. Nichols (2008) defines E-learning as pedagogy empowered by digital technology. Originally,

the term was coined and used in organizational settings to denote internet-based commerce (e-commerce) and instructional opportunities that new communication modes offered for employees of business firms and initiatives (Craig, 2007). However, Nicholson (2007) argues that there is no single evolutionary tree and no single agreed definition of E-learning and that E-learning has evolved in different ways in business, education, and military ever since 1960s.

In educational settings, E-learning is described as a promising and student-centered approach to education. Recent improvements in internet connectivity and speed, as well as the expansion of new web-based multimedia technologies, have promoted educational uses for information and communication technology (Gay, Salomoni et al. 2008). E-learning has incorporated a diverse range of pedagogical practices since its commencement, yet the defining aspect of E-learning, that is the trend towards collaborative online learning environments, can be claimed to be a result of the ever-increasing implementation of constructivist paradigms. This aspect of E-learning has also been enhanced with the affordability of global networks that have facilitated individualized learning and interpersonal interactivity (Nicholson, 2007).

According to Wagner (2000) E-learning offers learners the means to get information and performance support resources without being constrained by training design or delivery mechanisms. E-learning tools can provide individualized learning profiles by diagnosing skill gaps and prescribing professional development activities that ensure the link between learning events and practice while working. Through such tools it possible for learners to monitor their own progress and determine what the next step in their professional development should be.

2.3.3. Mobile Learning

Mobile learning (M-learning) is a maturing field (Pachler, 2007) of research which has grown out of prevalent use of digital technology and affordable portable devices in everyday life. According to Witherspoon (2005), developments in IT and digital technologies have already created a new academic eco-system and have promises for “tomorrow’s environment for learning” (p. 3). Witherspoon also asserts that “Technology is changing everything from pedagogy to system-wide decision-making” (p. 8) and that “The academic ecosystem is complex and ever-changing” (p. 11). The

fact that digital technology has potentials for language learning does not mean that it simplifies the process. Rather, it adds new challenges to the already highly complex process of foreign language instruction. New technology demands adoption of new learning strategies by learners and new additional roles by teachers (Yang and Chen, 2006). Moreover, Fischer (1992) claims that basic social patterns are not easily changed by new technologies and that they withstand even widespread innovations. Fischer (1997) asserts that effects of new technologies are modest, differ from one specific technology to another and can be contradictory.

M-learning was boosted up with the recent popularization of portable audio and video players and free delivery of digital content in the form of podcasts, a compound term coined from "iPod and "broadcast" and meaning broadcasting of voice via internet to be played on iPods (Bankhofer, 2005). As with other type of technologies, this new surge first encompassed the young in daily life via music and games. Nowadays, however, podcasts are also used to learn foreign languages and there is a huge amount of free content on the internet. Rosell-Aguilar (2007) compares the impact of podcasting on language learning to the impact of the arrival of Internet. In a qualitative study of critical theory and popular culture in a secondary classroom, Bausell (2006) found out that pop-culture literacy practices have been adopted to radical degrees and that the use of podcasting as an alternative means of student expression has significant pedagogical potential. Podcasts can be effective tools to integrate with the target culture and enable students gain a sense of group membership and thus overcome social and psychological barriers such as low self-esteem, anxiety and poor motivation. Learners who systematically listen to podcasts will probably enter a state of "flow" and temporarily forget that they are listening in a foreign language (McQuillan, 2006), which is obviously very important for the acquisition of the target language. However, various decisions concerning the content and comprehensibility level of podcasts and creating opportunities for comprehensible output makes teacher help and guidance (Timuçin, 2006) indispensable.

2.3.4. Podcasting and Using Podcasts as Language Learning Objects

As the use of podcasts as learning objects is a quite recent phenomenon, it is not surprising to see that there is little research on pedagogical potential and implications of

podcasting in foreign language learning (Rosell-Aguilar, 2007). Although there are some descriptive and informative studies that mostly detail positive impact of podcasts in education (e.g. Zukowski, 2007; Toutner, 2007; Dlott, 2007; Cebeci and Tekdal, 2006), the lack of a sound and comprehensive theory is quite apparent and even the ways and practices in which podcasts can effectively be used are still under debate (e.g. Stanley, 2006; Beheler, 2007; Zielke, 2007). However, promising results have been reported in studies about podcasting and educational uses of podcasts over the past few years (e.g. Tynan and Colbran, 2006; Evans, 2008; Sutton-Brady, Scott, Taylor, Carabetta, and Clark, 2009; Traphagan, Kucsera, and Kishi, 2010).

2.3.5. Related Research in Turkey

Computer-assisted language instruction and emerging technologies are among the most popular research interests of Turkish researchers. In an experimental study of the effect of Computer-Assisted Language Learning (CALL) on grammar teaching, Odabaşı (1994) found out that CALL had no significant impact on learning when compared to traditional grammar teaching. Erkan (2004) studied cross-cultural e-mail exchanges and found no positive effect on EFL writing, either. Yet, there are also studies which report positive effects of computer-assisted language learning (CALL) on writing (e.g. Öz, 1995) and on foreign language learning in general (e.g. İnan, 1997). According to Uzunboylu (2002), web-based foreign language instruction has significant positive effects on students' success. Additionally, Aydın (2007) asserts that foreign language learners in Turkey use the internet prevalently to improve their communication, listening, speaking and reading skills and that they need teacher guidance to overcome the barriers they encounter. Cabaroğlu and Roberts (2007) report positive effects of Skype-based exchanges with a native speaker on student motivation and cultural awareness. Developments in computer-assisted and web-based foreign language instruction have led Turkish universities to offer selective CALL courses for undergraduate students and main courses at the graduate level (Akayoğlu and Erice, 2007). Integrating web-based technologies into pre-service professional development of candidate teachers of English is on the agenda of some Turkish universities (Arap, 2007) and the Ministry of Education (Karaata, 2007).

Although there are many studies on computer-assisted language learning and web-based applications in Turkey, using podcasts as foreign language learning objects seems to have not drawn due attention by Turkish researchers. Given the fact that a comprehensive search for studies related to podcasts or podcasting by Turkish researchers provides only few results (for example, Cebeci and Tekdal, 2006; Kesim and Ağaoğlu, 2007), it is reasonable to assume that the idea of using podcasts in language learning is a relatively new area of research. Both studies cited here are review articles and aim to introduce this new technology.

2.4. Language Learning Beliefs

Professor Gilah Leder of La Trobe University edits a book about beliefs with Günter Törner and Erkki Pehkonen. Among the reviews the book receives, the following one by John Mason (2004), Professor Leder admits, is the most interesting (Leder, 2007):

> *The book arose from a working conference held in Oberwolfach in 1999. The task was to come to grips with beliefs and their role in the teaching and learning of mathematics. The first stumbling block is to work out what beliefs actually are, and where they fit into an entire alphabet of associated interlinked terms:*
>
> *A is for attitudes, affect, aptitude, and aims; B is for beliefs; C is for constructs, conceptions, and concerns; D is for demeanor and dispositions; E is for emotions, empathies, and expectations; F is for feelings; G is for goals and gatherings; H is for habits and habitus; I is for intentions, interests, and intuitions; J is for justifications and judgments; K is for knowing; L is for leanings; M is for meaning-to; N is for norms; O is for orientations and objectives; P is for propensities, perspectives, and predispositions; Q is for quirks and quiddity; R is for recognitions and resonances; S is for sympathies and sensations; T is for tendencies and truths; U is for understandings and undertakings; V is for values and views; W is for wishes, warrants, words, and weltanschauung; X is for xenophilia (perhaps); Y is for yearnings and yens; and Z is for zeitgeist and zeal* (Mason, 2004:347; cited in Leder, 2007:39).

What Mason (2004) would like to do in his review of the book on beliefs is to show how complex the issue is and how diverse and multiple connotations the term "belief" has. This can also be seen as a brief sketch of diverse, interrelated and dynamic variables that are at work in the process of foreign language instruction. The huge diversity of complex variables students bring into the language learning environment is what makes the learning of a foreign language a tedious task. Psychological constructs such as perceptions, attitudes, expectations and beliefs are among the most important elements that have strong effects on both the process and outcome of any language learning program. Such psychological constructs are closely interrelated, but language learning beliefs seem to have a central role. This is why students' beliefs have been subjected to vigorous research ever since mid-80's and are still being investigated.

With regard to student beliefs, in 1985, Horwitz developed a 34-item Likert-scale data collection instrument; namely, Beliefs about Language Learning Inventory (BALLI). Horwitz (1988) suggested that if students have preconceptions and negative beliefs about the way languages are learnt and particularly if their beliefs are different from teachers' beliefs and practicum, this may lead to poor confidence in the teacher, dissatisfaction with the course, and poor achievement. This idea was later verified by a number of researchers. For instance, Mantle-Bromley (1995) stated that some students may come to FL classes "with certain attitudes, beliefs, and expectations that may actually prove harmful to their success in the classroom" (p. 383). Teachers need to investigate their students' beliefs so that they can be supportive, help them overcome their feelings of "isolation and helplessness" and "offer concrete suggestions for attaining foreign language confidence" (Horwitz, Horwitz and Cope, 1986:132).

Studying affective constructs enables teachers and researchers to gain insights about not only the cognitive individual differences but also social and psychological differences that are believed to be highly correlated with second language acquisition. To exemplify cognition-based explanations for individual differences and hence language learning difficulty, Sparks and Granschow (1991:10) assert that affective factors are "a manifestation of deficiencies in the efficient control of one's native language" and that "inefficiency of the language processing codes may produce interference resulting in individual differences in FL acquisition". Both language learning beliefs and self- efficacy perceptions are domains that are directly related to

affective factors. The relationship between cognitive and affective constructs, which form the main source of individual differences, seems to be two-way; that is, affective constructs such as beliefs affect cognitive processes entailed in language learning, as well. Students' language learning beliefs have significant effects on their use of learning strategies (Yang, 1992; Elbaum, Berg and Dodd, 1993). Yang (1999) reports that students' beliefs about the value and nature of learning spoken English influence their use of formal oral-practice strategies and that there is a cyclic relationship between beliefs and strategy use, adding that beliefs must be taken into account and that teachers should encourage appropriate beliefs to enhance effective use of learning strategies and thus motivate students to learn a second language.

Learners' language learning beliefs, which may differ across learner groups (Horwitz, 1999) need to be investigated before implementing any program or introducing any innovation (Sakui and Gaies, 1999). Horwitz (1995) explains how students' affective reactions such as motivation for language learning and foreign language anxiety, and students' beliefs about language learning affect the language learning process and stresses that it is essential for teachers to give priority to the emotional needs of their students because of the fact that affective factors represent the learner's willingness to engage in the activities, which is necessary to develop second language proficiency. In a study on the comparison of learners' and the teachers' beliefs about language learning and syllabus design, Bulut and Üğüten (2003) found out that learners' perceptions did not match with those of the teachers and that unlike teachers, students had highly positive perceptions towards grammar. The study also revealed that listening and speaking were the most enjoyable skills, while reading was the second and writing was the least favorable. The findings, they reported, changed classroom activities formerly used by the teachers; for instance, a future program included more listening comprehension activities. According to Schulz (2001), discrepancy between teachers' and learners' beliefs about language learning can be detrimental; therefore teachers should investigate their students' beliefs and make sure that they are modified to avoid any conflicts between students' beliefs and classroom activities Horwitz, Bresslau, Dryden, McLendon and Lu (1997) provide further evidence for the need to adjust instruction to learners' needs and expectations suggest multiple ways of teacher collaboration to do so (See also Horwitz, 1988 and Fox, 1993)

A number of recent studies provide evidence for significant correlation between beliefs and achievement (e.g. Sungur, 2007; Mori, Sato and Shimizu, 2007). Sungur (2007) stresses that regulation of cognition component of meta-cognition and mastery goal orientation are the best predictors of students' achievement under consequential test condition and that mastery goal orientation and task value seem to be the main reasons for students' engagement with the task under non-consequential test conditions. Mori, et al. (2007) conclude succinctly that "(a) students' task-specific beliefs have a significant impact on their achievement on a given task and that (b) metacognitive awareness significantly affects how a learner handles a challenging learning task" (p. 57).

Evidently, learners' beliefs are among the most important variables that play significant roles in second or foreign language (FL) instruction. Therefore, investigation and identification of the nature and sources of language learning beliefs is an important issue. According to Schulz (2001) culture is a determinant factor in belief variance across different learner groups. In her comparative analysis of beliefs of 607 Colombian foreign language (FL) students and 122 of their teachers and 824 U.S. FL students and 92 teachers, she found out that traditional language instruction seemed to be more favored by Columbian students and teachers. However, in her review of some BALLI studies (including American learners of French, Spanish, German, and Japanese, US university instructors of French, and Korean, Taiwanese and Turkish heritage EFL students) Horwitz (1999) comments that examination of the responses to individual BALLI items did not yield any clear-cut cultural differences in beliefs. She attributes the differences identified in the various American groups and the two groups of Korean and Turkish heritage learners to differences in learning circumstances rather than culture, adding that it seems still early to believe that beliefs about language learning vary across cultural groups. Nevertheless, she also thinks that within-group differences concerning individual characteristics and instructional practices are likely to account for as much variation as the cultural differences.

Divergence or mismatch between beliefs and practicum has been reported in the literature to be rather prevalent (e.g. Cotterall, 1999; Feryok, 2008). Not only students but also teachers might believe in the value of a course of action but unintentionally act in a way that is not in line with their belief. Believing in something is one thing and

acting out accordingly is quite another. In a study of learner perspective on topics in the SLA literature which researchers and teachers often claim as their domain, Cotterall (1999) reports encouraging beliefs about learner autonomy, shared responsibility with the teacher for their learning, teacher's ability to teach how to learn, priority of effort, practice, and opportunities to use the language over teacher and common beliefs with researchers about the nature of language learning. For instance, they believe that making mistakes is natural and that people learn languages in different ways. They are also reported to have claimed to be willing to adopt key language learning strategies. Everything seems to be perfect with the learners' beliefs and hence their language classes. However, this is not the whole picture: these findings are a complete surprise for the teacher, for there is a large gap between reported beliefs and actual classroom behavior. However, there are studies that report a certain match between theories and practicum. For instance, Feryok (2008) writes that the teacher she studied articulated a cohesive and coherent practical theory and implemented many of her stated theories. Feryok admits that some divergence in practice resulted from the teacher's understanding of the context and meeting different expectations, though. Needs and expectations of student groups at different proficiency levels bring about such a divergence. Level of study or proficiency is also an important factor in diversifying beliefs across different student groups. In a study that investigated Brazilian EFL students' affective reactions to and perceived learning value of teacher-fronted grammar, student-centered grammar, teacher-fronted fluency and student-centered fluency, Garrett and Shortall (2002) noticed significant differences among different levels. They found out that teacher-fronted grammar was deemed to be better for beginners while intermediate level students thought teacher-fronted grammar was less fun.

So far, we have explained the importance of beliefs learners hold about language learning and the interrelationship between affective factors such as learner beliefs and perceptions and cognitive factors. Keeping in mind the importance of studying learner beliefs, this study probes whether the effects of cognitive factors such as cognitive load and limited processing capacity (see Section 2.1. and Section 2.2.) can be eliminated through repetitive listening of understandable podcasts. If cognitive load and limited processing capacity barriers can be overcome, it can be assumed that this will have positive effects of on affective factors such as language learning beliefs and self-efficacy perceptions.

2.4.1. BALLI Studies

Ever since the advent of Beliefs about Language Learning Inventory (BALLI) by Horwitz (1985), who was the first to conduct a systematic research into the nature of language learning beliefs, many researchers have used BALLI to investigate the beliefs issue from different perspectives. Some of the studies focused on the validity of the instrument while others used it as a data collection tool to replicate previous studies or simply describe and evaluate beliefs of certain learner groups. In a review of the BALLI, Kuntz (1996) stated that students' beliefs had not been analyzed systematically before Horwitz's research model, adding that analysis of beliefs should have effects on language instruction, curriculum development, textbook writing and program planning. Kuntz (1996) advocated the use of BALLI to study not only common beliefs about foreign language learning but also the constructs influencing belief variation, as there were few studies that focused on variation across different learner groups. The suggestion for future studies on comparison of different ages and proficiency levels led to further interest in the BALLI and investigation of foreign language beliefs. Using the BALLI, Peacock (1999) provided a detailed analysis of BALLI items and empirical justification and evidence for the relationship between beliefs and proficiency. In another BALLI-based study, Diab (2006) compared beliefs about learning English and French and found out that a variety of beliefs resulted from political and socio-cultural context. Stronger instrumental motivations for learning English were reported and background variables such as gender and language medium background were found to be important sources of within group variation. Nikitina and Furuoka (2006) re-examined BALLI in the Malasian context and set out to address the criticisms regarding validity of the instrument. The study, which looked into the nature of the language learners' beliefs in a multilingual setting such as Malaysia, extracted four factors: motivation, aptitude, strategy, and ease of learning. Statistical analyses verified that Horwitz's instrument is a suitable tool for research on language learning beliefs in various socio-linguistic settings regardless of the language being learned.

Unlike earlier studies which used BALLI mainly to describe learner beliefs in detail, the present study utilizes it to analyze possible belief change (if any) as a result of listening repetitively to podcasts produced specifically for elementary level language learners. As is explained in Chapter 3 in detail, 187 freshmen at a Turkish state

university were given BALLI twice; before listening to podcasts and following the implementation, which entailed repetitive listening of podcasts. The main aim here was to identify participants' beliefs about language learning prior to the program and pursue any possible changes resulting from possible mitigating effects of podcasts upon cognitive load.

2.4.2. Belief Change

Recently there has been a surge of enlivened interest in the analysis of language learning beliefs, particularly in the dynamics and characteristics of belief change. Although there is high value and sense in exploring beliefs per se and using the findings to reshape or improve instructional techniques and practices (e.g. Tercanlioglu, 2001), it seems to be much more important to investigate belief change especially as part of innovations or novel practices in foreign language learning environment. Beliefs are powerful constructs that build on and reflect experiences. Therefore analysis of belief change should be the best predictor of deep processes entailed in foreign language learning and hence presence or lack of progress or at least, potential for future progress.

One of the important questions that have been tackled by researchers so far is whether or not beliefs are changeable or flexible. Cabaroglu (1999), and Cabaroglu and Roberts (2000) tested the widespread view that beliefs are inflexible and reported to have observed some development. They found out that early confrontation of pre-existing beliefs and self-regulated learning opportunities were the most important factors in positive belief change. Additionally, Tse (2000) used autobiography technique to analyze perceptions of 51 adult FL learners about classroom atmosphere and instruction. The study revealed that three categories/themes occurred: classroom interactions, perceived level of success, and attributions of success and failure. Students were reported to believe that instruction focused too little on oral communication, that their proficiency was low, and that their failure was a result of lack of effort. Conjecturing that negative perceptions can lead to anxiety and lack of motivation, Tse (2000) wonders "why the changes in FL pedagogy that have been implemented over the past few decades have appeared to do so little to change student perceptions of the classroom" (p. 82). She hypothesized that probably the changes in classroom instruction were not themselves sufficient to overcome the social milieu, that is, the cultural assumptions that promote the view that L2 learning is difficult and relatively

rare for adults. What is more interesting is the assumption that the changes in the classroom might have been more apparent than real. Analyses of changes in 146 trainee EFL teachers' beliefs about language learning also demonstrated that beliefs are difficult to change and that considerable efforts are needed to change detrimental beliefs (Peacock, 2001). Stressing the need for further research on belief change, Bernat (2005) comments that current studies do not explain how individual factors such as learner characteristics affect the nature of beliefs and that there is a need for an interdisciplinary approach to beliefs about language learning so as to find out how cognitive and personality psychology provides a foundation for a possible relationship between learner beliefs and personality. One of encouraging studies that provide evidence for positive changes in language learning beliefs was carried out by Sim (2007), who showed that "beliefs can be affected in a positive way by teachers through the use of an integrated, structured and explicit focus on active learning and goal setting". Such a focus, Sim believes, seems to have encouraged more active, responsible and autonomous learning behaviors evidenced in participants' belief change. Sim (2007), too, encourages further future research on the role of factors dominant in the process of belief change in novel endeavors. Unlike Sim (ibid), Bakker (2008), who provided plausible statistical evidence that instruction of principles of SLA did not have a significant effect on beliefs, is of the opinion that beliefs are not easily changed, for she observed that only one belief became significantly stronger by time: "The instructor should teach the class in German." She also asserted that gender and language learning experience have significant effects on beliefs.

2.5. Perceived Self-Efficacy

There has recently been a revived interest in self-efficacy as a psychological construct that plays important roles in many multi-dimensional and complex processes including, of course, foreign or second language learning. Self-efficacy is commonly defined as people's beliefs in their capabilities to accomplish or attain a desired goal or do a certain task (Bandura, 1997, 2006). Self-efficacy beliefs are, in Bandura's terms, "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations" (Bandura, 1997:2). The theoretical underpinnings of the construct self-efficacy build specifically on Bandura's social cognitive theory, which posits that people's beliefs about their efficacy affect their choices, objectives, level of

effort and perseverance, resilience to adversity, vulnerability to stress and depression, and performance (Bandura, 1977, 1997). The words “belief” and “perception” are used interchangeably in conjunction with self-efficacy in related studies. Thus, the term appears as either self-efficacy beliefs or self-efficacy perceptions or sometimes as perceived self-efficacy. Belief seems to reflect the complex nature of the term better, for unlike perception, it connotes that self-efficacy has deep roots in past experiences and close mutual ties with not only context but also personal traits and psychological constructs such as passion, tenacity, motivation and anxiety. For this reason, the term “self-efficacy beliefs” was used in the present study.

2.5.1. Nature and Sources of Self-Efficacy Beliefs

Social cognitive theory explains human behavior with a triadic reciprocal model in which the person, environment, and behavior continuously interact (Bandura, 1978). Self-efficacy, which is a central psychological construct, is not only shaped by environment and past experiences, but also shapes environment and future experiences. To give an overview of the nature and sources of self-efficacy beliefs, it can be maintained that they are developed mainly from four different sources (Bandura, 1986; Pajares, 1997). Interpreted result of one’s purposive performance or mastery experience is accepted as the first and most important source of self-efficacy beliefs, which justifies the contention that successful outcomes raise self-efficacy and that poor outcomes lower it. This stresses importance of successful experience and brings about the pedagogical implication that to increase student achievement in school, educational efforts should focus on altering students' beliefs of their self-worth or competence (See also Schunk, 1985). The second source is the vicarious experience of the effects produced by the actions of others, which is a weaker source of information than interpreted results of mastery experience. Verbal persuasions form the third source, which is weaker than the first two. Pajares (1997) stresses that persuasion does not lead to self-efficacy easily and that people's beliefs in their capabilities must be nurtured while at the same time ensuring that the goal is attainable. According to Pajares (1997), positive persuasions may prove effective to cultivate self-efficacy beliefs, but it is generally easier to weaken self-efficacy beliefs through negative appraisals than to strengthen such beliefs through positive encouragement. Psychological states such as anxiety, stress and fatigue are perceived to be the fourth source of self-efficacy beliefs. These are accepted as the

weakest source and apparently affect shallow contextual perceptions rather than deeply-rooted beliefs. The relationship between self-efficacy and such psychological states is two-way; that is, these can also be affected by self-efficacy.

Many researchers have, so far, focused on the relationship between self-efficacy beliefs, such personal traits as ability, age and gender and other psychological constructs or states such as anxiety, passion and tenacity (e.g. Baum and Locke, 2004; Spicer, 2004; Locke and Latham, 2006; Magogwe and Oliver, 2007 and Çubukçu, 2008). To exemplify the relation of personal characteristics to self-efficacy, Spicer (2004) compared writing self-efficacy beliefs of students with learning disabilities and with those of mainstream students and found that students with learning disabilities had the lowest levels of self-efficacy and lowest writing ability and that mainstream students had the highest levels of self-efficacy with higher writing ability. The same study compared student's essays with their self-efficacy beliefs to identify student matches or mismatches between perceived ability and actual ability and concluded that correlations between student's essays and written English self-efficacy revealed no significant results.

Baum and Locke (2004) clearly described and visualized the dynamic relationship between psychological constructs such as passion and tenacity, personal entrepreneur traits, self-efficacy, goals, communicated vision and venture growth (see Figure 1; cited also in Locke and Latham, 2006). Going one step further, these variables can well be situated within the framework of experience and visualized as a dynamic cycle of cause and effect relationship. Locke and Latham (2006) studied the relation of goal setting to self-efficacy variance and proposed that "goals, in conjunction with self-efficacy, often mediate or partially mediate the effects of other potentially motivating variables, such as personality traits, feedback, participation in decision making, job autonomy, and monetary incentives" (p. 265). They revealed that self-efficacy influences the level at which goals are set and also that self-efficacy predicts future growth.

Figure 2.4. The relationship of personal traits, vision, goals, and self-efficacy to the growth of small ventures. Adapted from ‘‘The Relationship of Entrepreneurial Traits, Skill, and Motivation to Subsequent Venture Growth,’’ by Baum, J.R. and Locke, E.A. (2004), Journal of Applied Psychology, 89, p. 592. Copyright 2004, American Psychological Association. Adapted with permission.

Among variables that influence and are influenced by self-efficacy are language age, proficiency and learning strategies. Mogagwe and Oliver (2007) verify the dynamic relationship between use of language learning strategies, proficiency, level of schooling, which represents age differences, and self-efficacy beliefs, asserting that self-efficacy beliefs mediate type of strategy use and successful language learning. However, they also report mixed findings regarding the correlation between age and self-efficacy. More interestingly, they state that “poor proficiency learners with high self-efficacy use strategies more often” (p. 350).

Self-efficacy research has mounted up in parallel strands in various fields and has flourished with studies on personal and socio-demographic characteristics of diverse samples. For instance, Yavuz (2007) analyzed socio-demographic characteristics of EFL teachers as predictors of self-efficacy. She found out that the number of professional activities teachers were involved in, the average number of students in teachers’ classes, working position, type of institution, and gender were the socio-demographic factors that affected variations in EFL teachers’ efficacy. She also demonstrated that teachers with more students and those who had administrative roles reported higher self-efficacy. Her observation that teachers at private universities on one hand and female teachers on the other had grater self-efficacy in classroom management confirm the contention that socio-demographic characteristics in general and gender in particular influence self-efficacy beliefs. The effect of gender as a predictor of self-efficacy was also probed in a study by Zeldin, Britner and Pajares (2007). They analyzed the ways in which successful men and women in mathematics, science and technology careers created their self-efficacy beliefs and the subsequent influence of

their belief on their academic and career choices. They reported that mastery experience was the primary source of the men's self-efficacy beliefs and that social persuasions and vicarious experiences were the primary sources of women's self-efficacy beliefs. The findings, they commented, suggest that different sources are predominant in the creation and development of the self-efficacy beliefs of men and women and that the self-efficacy beliefs of men in these male-dominated domains are created primarily as a result of their own experience of ongoing achievement and success, while women, on the other hand, rely on vicarious experience or indirect experience to back up the confidence that they can succeed in male-dominated domains.

Despite empirical evidence for the effect of psychological constructs such as anxiety and socio-demographic traits such as gender, there are studies that reject the idea (e.g. Pajares and Valiante, 1999; Çubukçu, 2008). Çubukçu (2008) reports that there is no correlation between self-efficacy and anxiety and that gender has no significant role in the formation of self-efficacy beliefs. In their study that probed whether middle school students' writing self-efficacy beliefs, gender differences and grade level make an independent contribution to the prediction of their writing competence, Pajares and Valiante (1999) assert that writing self-efficacy is the only construct that affect writing competence in a model that included writing self-concept, writing apprehension, perceived value of writing, self-efficacy for self-regulation, previous writing achievement, gender, and grade level. They also state that although girls are more competent writers than boys, there are no gender differences in writing self-efficacy beliefs. Despite the fact that previous research focused on various aspects of self-efficacy perception, the effect of mobile learning and podcasts on perceived self-efficacy has not been investigated. The present study is the first attempt to analyze possible changes in self-efficacy perception due to a course mainly comprised of repetitive listening to podcasts and related tasks.

2.5.2. Self-Efficacy as Predictor of Performance

Self-efficacy research has so far consistently contended that self-efficacy is a good predictor of performance and/or achievement (Schunk, 1985; Pajares and Johnson, 1996; Pajares, Miller and Johnson, 1999; Pajares and Graham, 1999; Pajares, Britner and Valiante, 2000; Rahemi, 2007; Tılfarlıoğlu and Cinkara, 2009). Confirming earlier studies Rahemi (2007) claims that a strong positive correlation exists between students'

EFL achievements and their self-efficacy and provides further evidence for the connection between the two variables to justify the significant role of positive self-efficacy as one of the major contributors to second or foreign language success. According to Schunk (1985), the relationship between performance and self-efficacy is two-way; self-efficacy both affects and is affected by performance or personal experiences, and motivation plays an intermediary role between heightened self-efficacy and enhanced performance. In other words, the relationship between self-efficacy and performance or achievement is not direct; experience-based self-efficacy improves motivation and enhanced motivation leads to higher achievement. Such an impact is not always positive or sought for, though. Negative cases or cases of detrimental effect were also reported in past research (e.g. Whyte, Saks and Hook, 1997). Self-efficacy has a significant effect on motivation to stick to a failing project. That is, the "higher the perceived self-efficacy, the greater the tendency to persist in a failing venture" (Whyte, Saks and Hook, 1997: 427).

Self-efficacy beliefs have the most focal and pervading role in human agency not only at individual level but also at team level (Bandura, 2000; Gibson, 2001). People will not have the incentive to act and they will simply fail to accomplish the desired ends if they do not believe that the goals set for them are attainable and that they have the power or capability to reach their goals. In such cases, persuasion, which is the second most important source of efficacy beliefs, will fall short of motivating an individual or a group of people to take a specific course of action. Ample evidence is provided for example in Gibson's study (2001) to believe that a direct positive relationship exists between self-efficacy and effectiveness, between training and subsequent self-efficacy, and between training and effectiveness at both individual level and team level.

Quite convinced that there is a direct proportional link between self-efficacy beliefs and performance, researchers propose pedagogical implications for teachers, school administrators and curriculum designers. For instance, Karaway, Tucker, Reinke and Hall (2003) suggest that adolescents with high self-efficacy are more likely to get better grades and be more engaged in various school activities and that school engagement can be improved via enhanced self-efficacy. Drawing implications from the empirical finding that students who have a high degree of self-efficacy tend to attain

higher academic achievement, Choi (2005) stresses that importance of learning environment and designing classroom activities in a way that enhance students' self-concept and self efficacy. Course activities should be arranged at increasing difficulty levels so as to let students experience and devour the sense of success while completing them. Mills, Pajares and Herron (2007) assert that self-efficacy for self-regulation is a stronger predictor of language achievement than are self-efficacy to obtain high grades, anxiety in reading and listening, and learning self-concept and underline the central role of effective metacognitive strategies to foster self-efficacy and hence language learning success experience.

2.5.3. Self-Efficacy Belief Change

Literature on the relationship between self-efficacy beliefs and performance imply that self-efficacy is prone to change via positive experiences. Moreover, studies that specifically investigate self-efficacy belief change or improvement clearly and consistently argue that self-efficacy beliefs are flexible and subject to development rather than fixed (e.g. Bandura and Schunk, 1981; Lee and Lea, 2001; Chularut and DeBacker, 2004). The core problem is how to develop instructional activities and/or novel applications that will enable students to experience success and re-construct their self-efficacy perceptions.

The work of Bandura and Schunk (1981) is one of the earliest studies to claim that goal setting serves as an effective mechanism for cultivating competencies, intrinsic interest, and self-efficacy beliefs. Lee and Lea (2001) report that online technology use can be effectively used to improve students' self-efficacy for course content over time and that enhanced self-efficacy for course content and online technologies is a significant predictor of performance. Chularut and DeBacker (2004) provide empirical evidence for the effectiveness of strategy training in improving self-efficacy. They emphasize that concept mapping has positive effects on both proficiency and self-efficacy. Schwoerer, May, Hollensbe, and Mencl, (2005) agree that training experiences have a significant positive effect on specific self-efficacy and performance expectancy. Stressing the importance of feedback, Graham (2007), too, argues that strategy training has significant effect on self-efficacy. In her influential study on learner strategies and self-efficacy, she provides ample evidence for positive effects of feedback on self-

efficacy for listening. Taking a different perspective, Wang and Pape (2007) offer descriptive evidence for associations between self-efficacy beliefs and various factors such as content area expertise, English proficiency self-perceptions, task difficulty level, social persuasion, interest, attitude and context.

Goker (2006), who argues that peer-coaching is an effective way of improving self-efficacy, is of the opinion that the same contention is true for teacher efficacy, too, and believes that "experiential activities such as teaching practica or other mastery experiences seem to have greater impact on teacher efficacy of pre-service teachers (p. 251)". In another study on teacher efficacy, Atay (2007) reports a positive change in teachers' efficacy levels during the course of program. She states that the perception that their performance has been successful raises participant teachers' efficacy beliefs, while initial failures in teaching lower the efficacy beliefs of some of them who encounter a reality shock. Pointing to the cyclical and two-way nature of the relationship between experience and self-efficacy, she argues that greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy.

2.6. Summary

Thus far, previous research on cognitive and constructivist theories, task-based language learning, e-learning, mobile learning and podcasts in language learning, language learning beliefs and self-efficacy perception was reviewed. Cognitive and constructivist theories form the theoretical background of the study, for it is assumed that cognitive constructs such as cognitive load and limited processing capacity are what obstruct foreign language learning and that a constructivist approach to language instruction, in which podcasts and related task-based activities are used to help learners overcome cognitive barriers, may enhance language learning beliefs and self-efficacy perception.

The next chapter presents research questions and research design of the study. It also covers operational definitions of important terms of the study and discusses data collection tools and analysis procedures utilized. Additionally, the course implementation procedures and podcast selection criteria are also described.

CHAPTER 3

METHODOLOGY

3.0. Introduction

This chapter presents the methodology of the study and consists of a brief reminiscence of the research questions and concise accounts of research design, sampling and participants, research context, podcast selection criteria, data collection instruments and procedures, pilot study, and data analysis. Figure 3.1 summarizes the main elements of methodology of the study.

Research Design	Blended; qualitative and quantitative
Sampling Strategy	Convenience sampling; Quota sampling
Participants	187 freshmen (convenience), 16 freshmen (quota)
Data Collection Tools	• Self-Efficacy Scale (pre- and post; 187 participants), • BALLI (pre- and post; 187 participants), • Podcast Evaluation Form (187 participants; after each podcast), • Face-to-Face Interview (16 participants; three times: in the first, sixth and last week (12th week)
Data Analysis Tools	• Nonparametric Descriptive Statistics (Wilcoxon for analysis of the BALLI and Self-Efficacy Scale data) • Content Analysis (for analysis of interview data)
Syllabus and Tasks	Task-based; five 24 minute-podcasts of 7 sections; 3 sections each week
Time and Duration	From October 6, 2008 to January 3, 2009; 12 weeks in total

Figure 3.1. Overall Research Design

The purpose of this study is to determine possible effects of language learning podcasts on language learning beliefs and self-efficacy perceptions of first-year Turkish university students. It specifically aims to describe learners' beliefs about and self-efficacy in learning English as a foreign language both before and after a task-based English course that utilizes podcasts as the main language learning aids and objects and

probes whether or not language learning beliefs and self-efficacy perceptions change as a result of using language learning podcasts within a task-based framework. Students' perceptions and feelings concerning using podcasts as language learning objects and aids are also analyzed.

3.1. Research Questions

Research questions of the study are as follow:

1. What are the students' beliefs about language learning on entry into podcast-based language learning program?
2. What language learning beliefs do students have after the podcast-based language learning program?
3. Is there any difference between students' beliefs about language learning before and after using podcasts as language learning objects and aids?
4. What self-efficacy perceptions do students have before using podcasts as language learning objects?
5. What self-efficacy perceptions do students have at the end of the podcast-based language learning program?
6. Is there any difference between students' self-efficacy perceptions before and after using podcasts as language learning objects and aids?
7. What are the students' perceptions and feelings concerning using podcasts as language learning objects and aids?

3.2. Design of the Study

Research design is generally referred to as the glue that holds any research project together. A design provides the structure of the study to be implemented and determines elements of the study such as samples or participants, data collection, treatment, and analysis. Major types of research design are experimental, quasi-experimental and non-experimental design. This study is based on a non-experimental research design, in which no control or comparison groups are used. As both quantitative and qualitative data were gathered, the research design of the present study can be taken as both quantitative and qualitative. The quantitative part of the study can be taken as one group pretest-posttest quasi-experimental research design.

The rationale behind the choice of such a design, and hence sampling strategy (i.e. convenience sampling), can be justified as follows: in order to treat all the students equally and fairly, the entire target population was chosen as the sampling unit. In other words, as the use of podcasts as language learning objects was expected to bring about positive results in students' learning, it was believed to be more ethical to include all members of the target population in the research. In the Sage Encyclopedia of Qualitative Research, bias is defined as predisposition or partiality. It is asserted that "in qualitative research, bias involves influences that compromise accurate sampling, data collection, data interpretation, and the reporting of findings" (p. 60) (Ogden 2008). In other words, the program was a "full-coverage program" and this determined the type of research design to be employed.

According to Maxwell (1998:70) "Qualitative research simply requires a broader and less restrictive concept of 'design' than the traditional ones". This assertion implies that a qualitative design may well be complemented with quantitative data. Both qualitative and quantitative data are collected, which puts this study within the framework of "blended research design". Qualitative and quantitative data are used so as to get a fuller picture of the process and its impact on beliefs and perceptions of the participants. Disregarding the paradigm debates between the constructivist and naturalist positions and positivist/rationalist positions on the nature of inquiry (Schutz, Chambless and DeCuir, 2004) a pragmatic position was taken. Basing the study on both quantitative and qualitative research techniques is certainly not without reason and such a methodology should not be taken as an indication of hesitation and indecision. Rather, it is a result of the idea that research methods should be seen as "tools" and that different research questions necessitate the use of different tools. Limitation of a certain tool can be balanced or eliminated by using the most relevant technique or techniques for each research question, which naturally brings about a multimethods approach. The 1^{st}, 2^{nd}, 3^{rd}, 4^{th}, 5^{th} and 6^{th} research questions, which necessitate descriptive analysis and probe cause and effect relationships, require the collection of both qualitative and quantitative data. On the other hand, the 7^{th} question, which is actually about what goes on during the process, can best be answered through comprehensive analyses of qualitative data.

The purposive and non-random sampling strategy of the study and my dual roles as a teacher and researcher prevented me from following an experimental research design. Therefore, quantitative data are analyzed descriptively. Experimental research and statistical tests of significance have so far failed to answer the most essential question "how" concerning educational processes and in Van Lier's terms, "we know very little about what actually goes on in classrooms" (1990:3). Focusing only on the end-product and the effect of an intervention as is done in experimental studies in social sciences and especially in education would fall short of explaining the highly dynamic factors that are interwoven during the process and what students bring into the classroom setting (House, 2002). Complemented with descriptive analysis of quantitative data, a qualitative research design that entail case study, interviews and participant observation can serve as a "unique and valuable source of information that complements and informs theory, research and practice" (Marczyk, DeMatteo and Festinger, 2005:148). Although qualitative research techniques are "still routinely undervalued" (Ezzy, 2002:xiv) when compared to techniques used in experimental designs, they are the best means of analyzing processes, and they are more challenging, time consuming and vigorous. Analyses of developmental processes and fieldwork can be very frustrating because of the complexity of processes and diverse themes that emerge during the implementation (Preissle and Grant, 2004).

My research questions, which actually arise from the problems I encounter while teaching English as a Foreign Language, and my aim to find solutions to my problems and thus improve the current situation place the research design of this study within the framework of action research methodology (Nunan, 1989b), as well. Making use of both qualitative and quantitative data is a common characteristic of action research (Hitchcock and Hughes, 1995). In action research, the researcher works in close collaboration with a group of people to improve a situation, focuses on a rigorous investigation of a single situation via various tools and does not aim to formulize large-scale causal laws (Griffiths and Davies, 1993). "The researcher does not 'do' research 'on' people, but instead works with them, acting as a facilitator" (Dawson, 2002:16). Recent methodological debates has led to re-examination of issues between researchers and "subjects" and knowledge and power and brought about a more extended definition of validity than that of the positivist thought. Action research is deemed valid if it meets

such criteria as defensibility, educative value, political efficacy and moral appropriateness (McTaggart, 1998).

3.3. Sampling and Participants

As the main aim of the present study is not to make broad generalizations about the effects of using podcasts as language learning objects, but to analyze the process and the impact in a specific social context, a purposive sampling strategy is adopted. Purposive sampling is more viable when description rather than generalization is the goal (Dawson, 2002). To collect quantitative data and find plausible answers for the first six research questions, which require description of language learning beliefs and self-efficacy perception before and after the implementation and track possible changes, 187 freshmen (four classes) at the Education Faculty of a newly founded state university in south-eastern Turkey were taken as convenience sample. A relatively large sample enabled us to gather quantitative data through questionnaires and scales and gain more insight as to whether or not podcasts can be used as learning objects with a relatively large number of university students in both mobile and classroom settings.

However, qualitative data were also needed in order to gain a better insight into the beliefs and perceptions and possible changes (i.e. the process of change, if any). Qualitative data were necessary also for triangulation purposes, for the pretest-posttest design of the study did not comprise a control group. As the number of the participants for the main study (i.e. 187 students) was rather high for qualitative component of the study, 16 students were chosen depending on their responses given to the Self-Efficacy Scale. At this stage of the study, a proportional quota sampling strategy was adopted. To select 16 students from a group of 187 students who participated in the study, a proportional quota sampling was used to make sure that all student groups with different characteristics are represented (Dawson, 2002). In quota sampling, participants are selected non-randomly according to some fixed quota. Proportional quota sampling is more relevant when the researcher wants to represent major characteristics of the population by sampling a proportional amount of each group in the population (Trochim, 2006). As my previous observations as a language teacher show that students usually have negative experiences in and attitudes towards learning English, two students, one male and one female, with low self-efficacy in and negative beliefs about language learning were selected from each of four classes. Possible changes in students'

self-efficacy and beliefs were the focal point of the study. Also, two students, one male and one female, with high levels of self-efficacy and positive beliefs were invited from each of four classes to ensure a heterogeneous sampling and to facilitate comparisons. The average score for self-efficacy pretest was 2.45. Therefore, two participants (one male and one female) with mean scores below 2, and two participants (one male and one female) with mean scores over 3 were invited for the qualitative phase of the study to make sure that both male and female students with high and low self-efficacy mean score were equally represented (See Table 3.1. for demographic data and pretest self-efficacy mean scores of participants).

Table 3.1 Demographic data and self-efficacy level of participants who took part in the qualitative stage of the study

Number	Gender	Age	Self-Efficacy
1	Female	19	High
2	Female	19	Low
3	Male	21	Low
4	Male	19	High
5	Female	18	Low
6	Female	19	High
7	Male	20	Low
8	Male	20	High
9	Male	20	High
10	Male	21	Low
11	Female	18	High
12	Female	18	Low
13	Male	19	Low
14	Female	19	High
15	Male	20	High
16	Female	19	Low

3.4. Context and Program

Students that enroll in the programs at the faculty of education, where the present study was carried out, mostly come from poor or lower middle class families that live in villages or small towns in south-eastern Turkey. Almost all are state high school graduates and have a very poor or almost no command of English when they enter the programs of the faculty. Although there are a few exceptions each year, their technology-related skills are quite limited. During the orientation phase of the program (one week before the program started), I asked the students about their computer skills

and wanted to know whether they had e-mail accounts and Mp3 players or not. It turned out that few students had e-mail accounts and chat-experience on arrival, and interestingly, almost all students that had were male. But most of them had a mobile phone and some had Mp3 players.

When students arrive, they are not ready for student-centered and constructivist approaches to learning in general and language learning in particular. Course book-based and teacher-centered instruction at both the state high schools they graduated from and the programs they enrolled in foster their beliefs about the best way or ways of teaching and they think that they can learn something only if the teacher teaches them well and/or they study hard. Actually, the teacher and the amount of work they do are the two variables that they cannot change or affect much. The teacher is the unquestionable authority (at least for the first year) and what is more they have many courses with fixed schedules, which seem to de-motivate them. English is only one of the other too many courses for them and they simply do not believe that they can learn it.

As for the facilities, there is a computer lab containing 20 computers, which means two students have to share one computer during the classes in the lab. Students also have access to the computers in the library outside the class hours. Although not used as the main language learning tools, there are projectors and computers in each classroom and the library, where there is also internet connection. The projector was first used at the beginning of the program for orientation and syllabus design purposes. For orientation, the students were informed by the instructor about the importance of technology in foreign language learning, the basics of registering for e-mail accounts, chat rooms, free VoIP applications, language learning blogs and podcasts. Then, the main objectives of the program were introduced and the students were allowed to discuss both the objectives and the framework of the program. The pilot study carried out the year before had shown that it was too difficult for some students to find the podcasts included in the course syllabus on the internet and download them especially during the first few weeks after their arrival. Therefore, five downloaded podcasts, each of which was divided into seven sections, (3 sections for each week) were introduced and recorded on students' mobile phones or MP3 players by the course teacher (i.e. the researcher). Relevant literature on the use of podcasts as language learning objects and

the pilot study carried out with 13 podcasts with different characteristics guided the selection of the podcasts that were utilized as the main course-material. Related task-based activities were also downloaded and photocopied before the program began in October 2008 so as to use the selected podcasts as language learning objects during the course. (The podcast selection criteria are explained in Section 3.4.2 in detail).

3.5. Class Procedures

The course, which started on October 6, 2008 and ended on January 2, 2009 evolved around the use of podcasts as language learning objects and related tasks. The program consisted 16 weeks of study, but 4 weeks were missed due to religious holidays (two weeks) and midterm exams (two weeks). During the program students listened to three sections of a podcast each week and did related task-based activities. They were expected to listen to the sections studied in the class throughout the week that followed. Neither coursebooks nor any other teaching materials were used so as not to mar the effects of podcasts. Course syllabus and the contents of each podcast are given in Appendix F.

3.6. The Role of Teacher as Researcher

Parallel to the advances in educational technology and evolution of ideologies concerning social life in general, and teaching and learning in particular, issues concerning roles of the teacher and the learner in educational settings deserve special attention (Tammelin, 2004). My role both as a teacher and a researcher is in-line with teacher-as-researcher and action research theories. Roles are complex social constructs that are determined by status and ideologies and change with psychological and social processes that entail innovation.

3.7. Podcasts: Their Use and Selection Criteria in the Study

As the use of podcasts in foreign language classes is a recent phenomenon, it is a real challenge to cite any studies in the literature concerning criteria of podcast selection. Nevertheless, it is possible to draw some conclusions concerning their educational value, quality and selection criteria for language learning podcasts. When probing educational value criteria, the ways podcasts are utilized and the objectives

should be taken into account. If podcasts are mainly used as part of communicative and collaborative classroom tasks to enhance productive skills, their content becomes particularly important (Travis and Joseph, 2009). On the other hand, when they are used by students personally and as complementary audio material outside the classroom setting to improve the listening comprehension skill through repetitive listening, both the content and the production quality are important. Our program necessitated the use of podcasts both outside the classroom setting for repetitive listening to improve the listening comprehension skill and inside the classroom to enhance speaking and collaborative tasks. A typical page was selected from the support packs that accompanied podcasts and given in Appendix G to give an idea of the content of podcasts and related tasks.

It seems better to enable students choose podcasts for themselves or at least participate in selecting the podcasts that are covered during the program among a large podcasts collection gathered earlier by the teacher. However, during the pilot study, it turned out that students had some difficulties in accessing the selected podcasts and downloading them. Moreover, it would not be feasible to design tasks for the podcasts, for it would be too late to develop tasks after the program started. Therefore, the podcasts that were used during the program were selected by the teacher/researcher before the program, taking into account general educational guidelines (elaborated below) concerning podcasts and students' comments and reactions during the pilot study.

Anne Fox, co-host of talk-radio podcasts site *Absolutely Intercultural,* states that students are intrinsically motivated to learn a foreign language when "the process is pleasurable" and "reflects their values and concerns", "the starting point matches their existing expertise", "they have a degree of control over what they learn" and there is "continued dialogue with peers and mentors" (2008:1-2). She implies that podcasts bring about such a process and that they can be used effectively to facilitate foreign language learning. From another perspective, it can be said that language learning podcasts should meet these criteria to be effective. Such criteria may assure selection of most relevant podcasts among a huge diversity of podcasts ranging from short enjoyable authentic episodes congenial to language learning pedagogy to those teaching pure grammar. Obviously, podcasts that simply teach grammatical structures would be too

boring to be effective and would not "reflect their values and concerns"; students would not listen to them many times (a characteristic utility of podcast use) and they would not lead to "continued dialogue with peers and mentors". Rosell-Aguilar (2007) states that podcasts should:

- *provide exposure to the language and its characteristics;*
- *use a range of materials, including authentic materials;*
- *provide explicit learning outcomes with clear objectives within a defined syllabus;*
- *provide exposure to the culture of the areas where the target language is spoken;*
- *be engaging and of adequate length;*
- *have a clear consideration of the medium: including portability and screen size.*

Together with implicit evaluation of podcasts in relevant literature, the pilot study based on the use of 10 podcasts from [http://www.eltpodcast.com/index.html] and 3 podcasts from [http://www.teachingenglish.org.uk/try/resources/audio-bank/dialogues] guided us to set the following podcast selection criteria for the specific purposes this study. The podcasts that were selected for the program were expected:

1. to be relevant to the existing level of students, which is the "beginner level" in this specific context,
2. to be enjoyable for first-year Turkish university students,
3. to be appropriate for continued communication with peers and the teacher
4. to contain a slow listening mode to enhance comprehension,
5. not to contain long music,
6. not to contain long explanations and
7. to be in good quality MP3 format so as to be easily recorded and re-played on mobile phones or MP3 players.

3.8 Data Collection Tools and Procedures

A variety of data collection tools were used to gather both qualitative and quantitative data in order to answer the research questions. The diversity of data collection tools results from my orientation to a multimethods research approach and

from a pragmatic inclination to use multiple techniques so as to collect as much data as possible. This is expected to enable us to see the whole picture and evaluate the whole process. Data collected through various tools also facilitated triangulation and eliminated the risks concerning reliability and validity. Keeping various tools and not the hammer alone in the "toolbox" reduces the risk of treating everything as nail (Schutz, Chambless and DeCuir, 2004). In a study that reports the development and factor analysis of a questionnaire about 1300 Japanese students' beliefs about foreign language learning Sakui and Gaies (1999) stress the value of interviews to complement questionnaire data so as to provide data triangulation. They assert that interviews can reveal unstated beliefs and explain the sources, reasons, behavioral outcomes and other dimensions of beliefs.

Data collection tools of the study were the English Self-Efficacy Scale, the Beliefs about Language Learning Inventory (BALLI), Podcast Evaluation Form, and semi-structured interview. In the following section data collection tools of the study are delineated. For an overview of research questions and related data collection tools, see Figure 3.2 below.

	Research Questions	Data Collection Tools	Participants
Language Learning Beliefs	1. What are the students' beliefs about language learning on entry into podcast-based language learning program?	Beliefs about Language Learning Inventory (BALLI	187
	2. What language learning beliefs do students have after the podcast-based language learning program?		
	3. Is there any difference between students' beliefs about language learning before and after using podcasts as language learning objects and aids?	Semi-Structured Interview	16
Perceived Self-Efficacy in Language Learning	4. What self-efficacy perceptions do students have before using podcasts as language learning objects?	Self-Efficacy Scale	187
	5. What self-efficacy perceptions do students have at the end of the podcast-based language learning program?		
	6. Is there any difference between students' self-efficacy perceptions before and after using podcasts as language learning objects and aids?	Semi-Structured Interview	16
The Process	7. What are the students' perceptions and feelings concerning using podcasts as language learning objects and aids?	Podcast Evaluation Form	187
			16

Figure 3.2. Research Questions, Related Data Collection Tools and Number of Participants

3.8.1 The Self-Efficacy Scale

The Self-Efficacy Scale (See Appendix A), which was given to students at the beginning and the end of the implementation, focused on students' perceived self-efficacy in learning and using English. According to Bandura (2006), "there is no all-purpose measure of perceived self-efficacy". Therefore, the scale must be adapted to the function that is being investigated in a way that all items are relevant. Following from this, the first nine items in The Self-Efficacy Scale were adopted from Rahemi (2007) and the remaining 21 items were developed by the researcher himself. The items borrowed from Rahemi (2007) are about self-efficacy perception of learners in learning English as a whole, whereas the items developed by the researcher are specifically designed to gain insight about learners' perceptions concerning their self-efficacy in four main ability domains namely; listening, speaking, reading and writing. Self-Efficacy Scale also includes a section that collects demographic data about the participants. Analyzing students' responses to the Self-Efficacy Scale, 16 students were selected and invited for face-to-face interviews, which provided data for qualitative analyses. The Self-Efficacy Scale was given to 135 students as a part of the pilot study (see Section 3.7.4) in order to do the factor analysis of the items and improve them further.

3.8.2. The Beliefs about Language Learning Inventory (BALLI)

The Beliefs about Language Learning Inventory (BALLI) (see Appendix B) was used to explore participants' beliefs about strategies and techniques of learning English as a foreign language. BALLI was given to sixteen students, who were chosen depending on the criterion of quota sampling on entry to the program and once again at the end of the program.

Horwitz (1988), who developed the inventory, provides details about the development of BALLI. She asserts that the inventory, which does not give a single score and has no clear-cut right or wrong answers but rather probes the extent of beliefs and their consequence, assesses five major areas:

1. Difficulty of language learning (items 3, 4, 6, 14, 24, and 28)
2. Foreign language aptitude (items 1, 2, 10, 15, 22, 29, 32, 33, and 34)

3. The nature of language learning (items 5, 8, 11, 16, 20, 25, 26, and 28)
4. Learning and communication strategies (items 7, 9, 12, 13, 17, 18, 19, and 21)
5. Motivations and expectations (item 23, 27, 30, and 31)

Horwitz (1988) states that the inventory reveals similar beliefs among different groups. She argues that "Students who believe that language learning consists of translation, or vocabulary memorization, or grammar application are not likely to adopt the types of holistic strategies associated with successful language learners." (p. 292). To justify the main idea behind the development of the inventory, she stresses that students come to the language learning environment with different beliefs and teachers should know about these beliefs to be successful.

3.8.3. Podcast Evaluation Form

The Podcast Evaluation Form was developed by the researcher in order to identify students' perceptions and feelings concerning using podcasts and thus answer the seventh research question. It was comprised of three sections. Section A of the form included 10 items concerning students' thoughts and feelings about the use of podcasts during the class hours. Items in this section were adopted from the Intrinsic Motivation Inventory (IMI) developed by the University of Rochester (n.d.). Section B, which was comprised of seven items, was about students' perception of the importance of podcasts for improving language related skills. Section C included four items and was designed to learn about how often, where and how the students listened to podcasts. The Podcast Evaluation Form, estimated to take only ten minutes, was given to all participants once every two weeks after each podcast was listened to and related tasks were carried out.

3.8.4 Semi-Structured Interview

In order to explore any possible change in participants' beliefs about learning English as a foreign language, semi-structured interviews were conducted with sixteen participants two times: once in the first week of the program and once when the implementation was over. A proportional quota sampling strategy was followed to select sixteen students (see Section 3.3. for sampling and participants). Semi-structured interviews served as a medium to facilitate both in-depth analysis of the process (DeMarrais, 2004) and the triangulation of data collected through other means, thus

establishing credibility of findings. Gillham (2005:70) asserts that "the semi-structured interview is the most important way of conducting a research interview because of its flexibility balanced by structure, and the quality of the data so obtained". He states that "semi-structured" means that:

- *the same questions are asked of all those involved;*
- *the kind and form of questions go through a process of development to ensure their topic focus;*
- *to ensure equivalent coverage (with an eye to the subsequent comparative analysis) interviewees are prompted by supplementary questions if they haven't dealt spontaneously with one of the sub-areas of interest;*
- *approximately equivalent interview time is allowed in each case;*
- *questions are open – that is the direction or character of the answer is open ('What do you think of…?'; 'What is your view on…?');*
- *probes are used according to whether the interviewer judges there is more to be disclosed at a particular point in the interview.*

Actually, this long quotation above is a good summary of distinctive characteristics of the semi-structured interview and the way it should be conducted. It should also be noted that details are very important and that the preparation phase of the semi-structured interview is crucial in the success or failure of a set of interviews. Therefore, the semi-structured interview was planned in detail and piloted (see Section 3.6.1.). There was also a pre-pilot stage, whereby students with characteristics similar to those of the ones that participated in the piloting and the real study were asked to comment on the interview items. Thus improving the items, a pilot semi-structured interview was done with two students that had similar characteristics as the research group. The piloting of the interview enabled us to further develop the interview items and get a gist of the way semi-structured interviews are conducted face-to-face. Both the piloting and the actual interviews were tape-recorded for later analyses.

3.9. Data Collection Procedures

Date	Week(s) Administered	Instruments Used and Data Collected	Number of Participants
September 22 – 26, 2008	-	Consent forms	200
October 6 - December 31, 2008	1st to 12th week	Implementation; using podcasts as language learning objects	200
		Documentation of Attendance	200
		Podcast Evaluation Form	187
October 8–9, 2008	1st week	Self-Efficacy Scale (Pre-test)	187
		Beliefs about Language Learning Inventory (BALLI) (Pre-test)	187
October 10–11, 2008	1st week	The first round of interviews	16
January 2–3, 2009	12th week	The second round of interviews	16
January 6–8, 2009	The week following the implementation	Self-Efficacy Scale (Post-test)	187
		Beliefs about Language Learning Inventory (BALLI) (Post-test)	187

Figure 3.3 Data Collection Timeline

Prior to the implementation, all students were informed about the purpose of the study and they were asked to sign a consent form (Appendix E) if they would like to participate. Having understood that there were no risks and no difficult tasks, all students consented to participate. Students were given the Self-Efficacy Scale and the Beliefs about Language Learning Inventory (BALLI) to identify their language learning beliefs and self-efficacy perceptions before and after the implementation. The Podcast Evaluation Form was delivered after each podcast. To obtain further qualitative data, 16 participants were interviewed in the first and twelfth weeks of the implementation. See Figure 3.3 for a sketch of data collection procedure.

3.10. Pilot Study

Pilot studies refer to small-scale versions of full-scale studies and are also called feasibility studies. Such studies, which are a crucial element of a good study design, are

carried out to pre-test data collection tools such as questionnaires and interviews (Teijlingen and Hundley, 2001).

Of four data collection tools only the English Self-Efficacy Scale, the Semi-Structured Interviews and the Podcast Evaluation Form were piloted. The Beliefs about Language Learning Inventory was a standardized tool that was proved to be valid and reliable by Horwitz (1988) and Brookfield (1995).

3.10.1. Context, Participants and Tasks

A pilot study was conducted to analyze the validity and reliability of the Self-Efficacy Scale and further develop other data collection tools. 135 students with attributes similar to those of the students that took part in the main study participated in the pilot study. The differences between participant characteristics and context of the pilot study and the main study include the time and duration of the program, amount of input, number of podcasts covered and appliances (mobile phones and MP3 players) the participants owned and used to listen to the podcasts outside classroom settings. The program related to the study took 7 weeks in April and May 2008 and only 13 podcasts were covered. In February and March 2008, remaining sections of the course material that was used during the Fall Semester were studied and the Spring Semester program comprised some video-related activities, as well. The Spring Semester program was, in a way, an extension of the Fall Semester program, and participants already had some printed material. That is why some of the students that had no mobile phones with MP3 player facility did not want to buy MP3 players to be able to listen to podcasts.

As analyzing perception change was not the aim of the pilot study, the Self-Efficacy Scale was not given twice as was done in the main study to investigate the perception change. It was given to 135 students only once to analyze the construct validity of the scale (i.e. the extent to which the scale or test measures a construct or trait (Marczyk, DeMatteo and Fesrtinger, 2005)). During the seven week program, the Podcast Evaluation Form (Appendix D) was given to 41 students. Also, the semi-structured interview was conducted with four students. Results proved to be very beneficial for further improvement of data collection tools and provided valuable insight for the feasibility of the main study. These procedures are further explained in the subsequent sections.

3.10.2. Piloting of the Semi-Structured Interview

Similar themes also emerged in semi-structured interviews with four participants, all of whom were general state high-school graduates with a beginner level of English. They claimed that the podcasts they listened to helped them gain confidence in learning English, adding that they had problems with English and never believed that they could learn it before they began working with podcasts. Not only one of the interviewees but also some others during the classes said that they wished the Fall Semester program had been like the Spring Semester Program, meaning that it was better to learn English through podcasts than studying printed course material, which contained reading passages and explanations and exercises for grammatical structures. Piloting of the semi-structured interview enhanced further improvement of interview questions (Appendix C). For example, seeing that some participants tended to give short answers, such prompts as "*Why*?", "*In what way?*", "*How?*", "*Please explain*" were added to the items of the Semi-Structured Interview.

3.10.3. Piloting of the Podcast Evaluation Form

The Podcast Evaluation Form, which was given to 41 participants, was also improved, for it turned out that the open-ended questions in the form took too much time to answer. Such items and the section about performance evaluation were replaced by 8 items adopted from Intrinsic Motivation Inventory (IMI) (see Section 3.5.5.). The adopted items include two items about perceived competence, two items about pressure/tension, two items about value/usefulness, one item about interest/enjoyment and one item about effort/importance (see Appendix D).

3.10.4. Piloting of the Self-Efficacy Scale

There is no perceived self-efficacy scale that can be used for all purposes (Bandura, 2006). A new self-efficacy scale was needed for the specific purposes of the present study. The first nine items in The Self-Efficacy Scale were adopted from Rahemi (2007) and the remaining 21 items were developed by the researcher himself (See Section 3.1.5.). Therefore, the factor analysis of the scale had to be carried out and irrelevant items had to be omitted. In the following section, details regarding the factor analysis of the Self-Efficacy Scale are explained.

3.10.5 Factor Analysis for the Self-Efficacy Scale

Factor analysis is used to study the patterns of relationship among many dependent variables with the aim of analyzing the nature of the independent variables that affect them and to discover fewer unrelated and conceptually meaningful variables or components (Büyüköztürk, 2002). There are two approaches to factor analysis: exploratory and confirmatory factor analysis. In confirmatory factor analysis a hypothesis about the relationship among variables is tested, whereas exploratory factor analysis entails identification of factors that affect the relationship among variables. In this study, exploratory approach is adopted to analyze the construct validity of the Self-Efficacy Perception Scale.

According to Büyüköztürk (2002), a good factor analysis should meet the following criteria to improve the construct validity of a scale or a test:

a. There ought to be variable/item reduction,
b. Extracted variables or factors should be unrelated,
c. Obtained factors are expected to be meaningful.

Variable reduction is principally based on two criteria: 1. Factor loading is expected to be 0.45 or higher for each item (It could be as low as 0.30 for scales with few items, though.), and 2. Factor loading for each item should be high for one factor and low for the others. This second criteria will also secure unrelatedness among extracted factors, which is one of the criteria for a good factor analysis mentioned above.

Factor analysis of the Self-Efficacy Perception Scale based on data obtained from 135 participants revealed that 30 items included in the scale were divided into four components or factors. The variance covered by these four factors was measured to be 61.461 %, which is quite high. Communalities (common variance) defined for four factors ranges between 0.411 and 0.778. Factor loading values were found to be over 0.45 for all items except Item 10 as shown in Table 3.2 below.

Table 3.2 Component Matrix[a]

Item	Component			
	1	2	3	4
16	,838	-,270	-,049	,011
12	,831	-,105	,043	-,052
30	,807	-,237	,090	,121
15	,807	,031	-,123	-,120
20	,806	-,168	-,036	,012
13	,777	-,201	-,035	,138
21	,760	,186	-,227	-,220
25	,757	-,320	,063	,157
11	,736	,082	,004	-,144
29	,721	-,126	-,194	,014
14	,721	-,117	,006	-,158
26	,698	-,196	,124	,109
7	,696	,081	,259	-,240
17	,680	-,295	,018	-,015
19	,675	,296	-,288	-,227
28	,664	,315	-,410	-,127
27	,655	,325	-,407	-,247
23	,655	-,211	-,010	-,064
18	,652	-,329	-,271	,069
2	,635	,374	,444	,107
24	,624	-,215	,230	-,110
3	,623	,369	,346	,169
1	,585	,227	,297	,037
8	,572	,092	,066	,491
5	,570	,450	,015	,296
22	,549	,356	-,260	-,012
4	,467	-,435	,034	,249
10	,413	,420	,388	,049
9	,254	-,022	,524	-,539
6	,213	,303	-,209	,480

Extraction Method: Principal Component Analysis.
[a] 4 components extracted.

However, component rotation results (Table 3.3), which make the analysis easier and more reliable, indicate that A10 has a loading value of 0.687 in the third component. Items listed under the first component, that is, 25, 16, 30, 13, 20, 18, 17, 4, 12, 26, 29, 23, 24 and 14 have loading values ranging between 0.580 and 0.794 and all are related to the highest efficacy perception about listening comprehension, speaking and writing such as understanding English movies and comprehending advanced-level English stories (see Appendix A).

Table 3.3 Rotated Component Matrix[a]

Item	Component			
	1	2	3	4
25	,794	,149	,221	,046
16	,793	,341	,180	-,020
30	,771	,212	,301	,020
13	,725	,279	,228	,098
20	,703	,362	,233	-,004
18	,698	,325	-,070	,117
17	,691	,218	,136	-,079
4	,672	-,075	,030	,113
12	,671	,383	,318	-,082
26	,664	,157	,296	,002
29	,609	,429	,115	,077
23	,608	,280	,144	-,092
24	,588	,139	,279	-,241
14	,580	,387	,217	-,161
27	,213	,832	,147	,039
28	,246	,784	,168	,143
19	,254	,750	,223	-,003
21	,392	,707	,238	-,047
22	,158	,606	,266	,183
15	,548	,558	,261	-,039
11	,462	,478	,338	-,107
2	,252	,191	,806	-,028
3	,254	,215	,747	,069
10	,048	,153	,687	-,044
1	,296	,215	,588	-,053
5	,173	,367	,576	,345
7	,425	,346	,470	-,306
8	,445	,096	,447	,418
9	,127	,037	,334	-,709
6	,032	,170	,227	,574

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
[a]Rotation converged in 5 iterations.

Items contained in the second component (27, 28, 19, 21, 22, 15 and 11) are about basic command of English such as reading and understanding simple English dialogues and introducing oneself and one's family. 15 (*I can read and understand intermediate-level English stories*.) and 11 (*If I want to buy something abroad, I can buy it using English.*) have relatively high loading values for both the first and the second factors and should therefore be removed from the scale. This is quite

understandable, for both of these items were designed to probe a medium-level command of English. Items related to the third factor are 2, 3, 10, 1, 5, 7, 8 and 9, all of which concern a general belief that they can learn English or that English is easy to learn if they work harder. Here, items 7 and 8 seem to be problematic; 7 has relatively high loading values for both the first and the third factors, while item 8 has high loading values for Factor 1, Factor 3 and Factor 4. Therefore, these two items were also removed. Item 9 should be removed, as well, because it has a low loading value and a closer look at the item (*I try very hard to learn English very well*.) showed that it has little to do with self-efficacy perception and that it expresses only a claim. There remains Item 6 to form the fourth factor.

Repeated component analysis excluding items 7, 8, 9, 11 and 15 resulted in a total variance of 63.804 % and covariance for remaining items ranged from 0.465 to 0.795, which clearly shows that the scale has high construct validity (Table 3.4). The Self-Efficacy Scale was thus improved and rearranged with remaining 25 items as can be seen in Appendix A.

Table 3.4 Rotated Component Matrix for Repeated Analysis after Item Reduction

		Rotated Component Loading Value			
Items	Covariance	Factor 1	Factor 2	Factor 3	Factor 4
1	0,495	0,300	0,201	0,604	0,019
2	0,77	0,256	0,178	0,817	0,072
3	0,668	0,262	0,194	0,716	0,222
4	0,465	0,668	-0,068	0,007	0,118
5	0,637	0,176	0,352	0,518	0,463
6	0,773	0,055	0,120	0,083	0,865
10	0,570	0,047	0,155	0,736	-0,043
12	0,703	0,681	0,363	0,329	0,013
13	0,659	0,721	0,276	0,238	0,081
14	0,560	0,587	0,363	0,264	-0,117
16	0,785	0,796	0,334	0,202	-0,001
17	0,555	0,707	0,190	0,129	0,054
18	0,635	0,703	0,317	-0,094	0,176
19	0,666	0,263	0,732	0,226	0,101
20	0,680	0,701	0,356	0,248	0,002
21	0,713	0,400	0,705	0,236	0,032
22	0,516	0,165	0,596	0,220	0,293
23	0,487	0,632	0,245	0,085	0,144
24	0,470	0,628	0,090	0,237	0,109
25	0,702	0,791	0,160	0,223	0,038
26	0,585	0,643	0,178	0,341	-0,154
27	0,795	0,209	0,848	0,180	-0,003
28	0,737	0,239	0,803	0,166	0,089
29	0,587	0,590	0,475	0,107	-0,040
30	0,735	0,762	0,238	0,311	-0,035
Variance Explained					
Factor 1: 29.082			Factor 2: 16.595		
Factor 3: 13.114			Factor 4: 5.013		
Total: 63.804					

3.11. Summary

This chapter elaborated the aims, research questions and research design of the study. It included details concerning participants, sampling strategy and data collection tools and procedures of the study. It also comprised the piloting procedures of data collection tools. Next chapter describes the techniques used and procedures followed for the analysis collected data.

CHAPTER 4

DATA ANALYSIS PROCEDURE AND CREDIBILITY

4.0. Introduction

The purpose of the present study is to examine the impact of using podcasts as language learning objects and aids on learners' beliefs about and perceived self-efficacy in learning English as a foreign language. In other words the study set out to determine whether or not using language learning podcasts would change learners' language learning beliefs and self-efficacy. Observing the process of language learning with podcasts and learners' views concerning each podcast and related classroom activities was also among the aims defined earlier in Chapter 1.

Following Chapter 1, which focused on the background to the study, introduction to the problem area, and research questions, was Chapter 2, in which a review of relevant literature was presented. The design of the study was explained in Chapter 3. The aim of this chapter is to explicate the data analysis procedures and credibility of findings. More specifically, it elaborates not only the analysis procedures of qualitative data gathered through two rounds of interviews but also those of quantitative data obtained with the Beliefs about Language Learning Inventory (BALLI), Self-Efficacy Scale and Podcast Evaluation Form.

4.1. Analysis of Qualitative Data

There has been a growing interest in qualitative research analysis over the last decade. In Estabrook's terms, qualitative research and evidence-based practice have become "growth industries" (1999:274) especially in educational sciences ever since the 1990s. Data analysis in qualitative research is an ongoing and nonlinear process. The term that is used to describe this process is interim analysis. It stands for the cyclical process of collecting and analyzing data during the study. Interim analysis goes on until topic that is investigated is fully understood. Writing reflective notes about what is perceived from the data usually facilitates this ongoing process. Cabaroğlu (1999) provides a detailed and congruous account of procedures of qualitative analysis step by

step. Qualitative data of the present study was analyzed by following these steps. Figure 4.1 borrowed from Cabaroğlu (1999, 127) visualizes the steps followed.

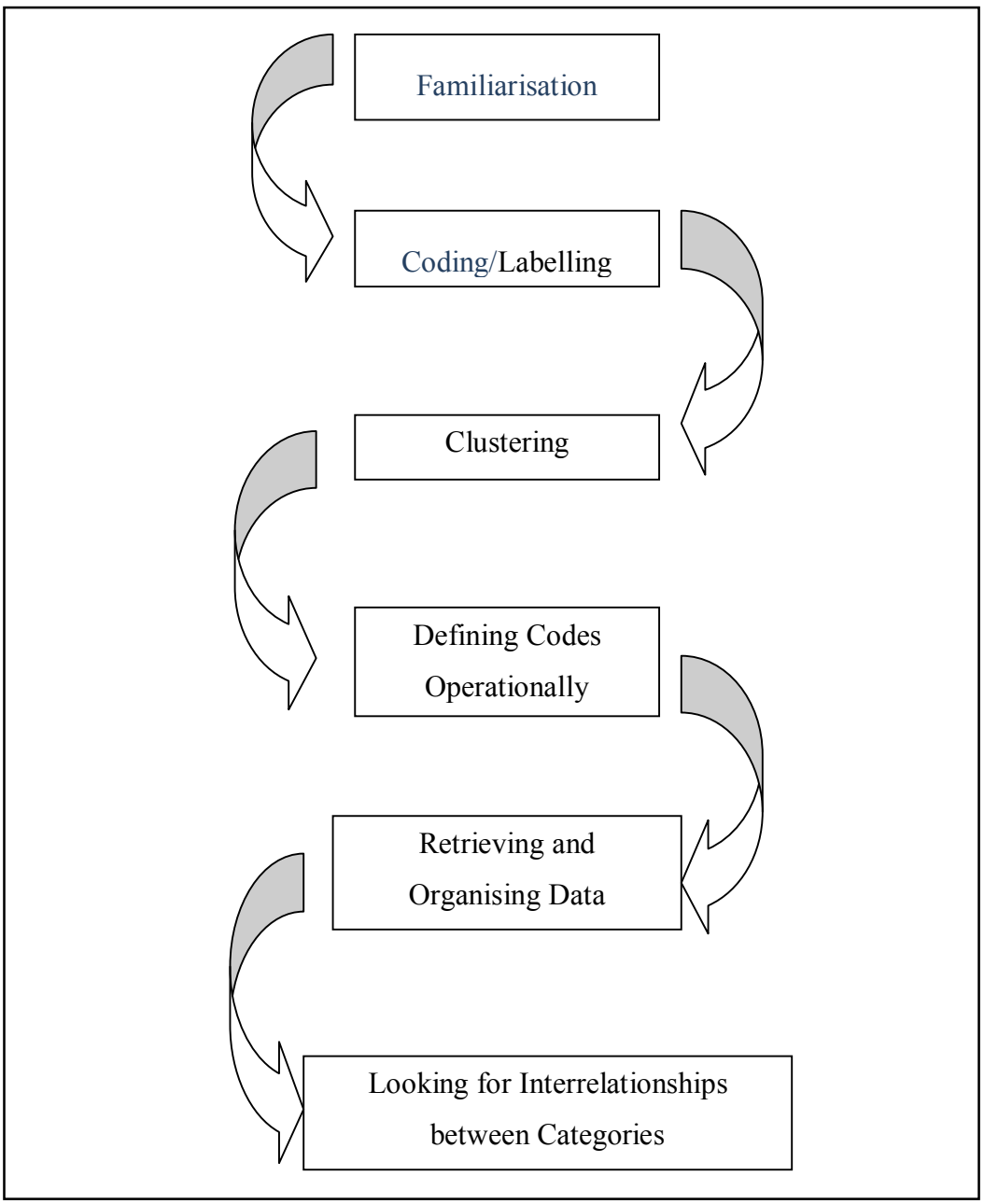


Figure 4.1 Simplified Overview of the Qualitative Data Analysis Procedures (Cabaroğlu, 1999, 127)

4.1.1. Analysis of Interview Data

The semi-structured interview comprised items (see Appendix C) that were designed to find answers for the first six research questions. More specifically, the first three items in the interview aimed at replying the first three research questions, which were about students' language learning beliefs. Items 4, 5, and 6 were related to participants' perceived self-efficacy and were included in the interview to address the fourth, fifth, and sixth research questions. The last six items were about participants' perceptions and feelings concerning podcasts and pursued answers for research question number 7 (see Section 1.4). Items concerning podcasts were not included in the first round of interviews, as participants had not listened to podcasts and did not know anything about them before the program. The interview was conducted with each of the 16 participants two times; before and after the twelve-week implementation.

Familiarization

To familiarize with data collected thorough interviews, transcripts of interviews were read repeatedly with an eye on research questions and related semi-structured interview questions. While reading the transcripts, sentences and/or words that were related to research questions were highlighted. After the familiarization and highlighting process, relevant codes were assigned for each highlighted data piece. The coding procedures are explained below.

Coding/Labeling

Defined as a key step in qualitative analysis process, coding provides links between data and conceptualization (Bryman and Burgess, 2005). It means organizing and extracting the most meaningful parts of data by assigning labels to them (Coffey and Atkinson, 1996, in Cabaroğlu, 1999). Therefore, it can be viewed as an analytic process of categorization.

Following the familiarization stage, interview data were coded. For instance, in answering a question about the best way to learn English, the first participant said in the first round of interviews: "By working; that is, you have to exert yourself." This was manually coded as "Effort." Replying to a question on the most important domain in

language learning, another student said: “It is a must to know the rules in order to learn a language in a normal way.” It was clear from the context that the student meant grammatical structures when she said, “rules”, so this sentence was coded as “structures”.

Clustering

Clustering means combining codes that go together or that have similar meanings. More specifically, it is a further step towards conceptualization by means of categorizing or classifying the codes. Adopting a criterion set by Cabaroğlu (1999), issues or themes mentioned by the same participant or different participants more than once were defined as a category.

Clustering of codes can be based on a list of topics prepared before the transcription and analysis of data in line with research questions, interview questions and literature. However, the researcher can also extract categories from the data without having such a list. In this study research questions and interview items guided the formation of themes, but novel ideas that arose from data were also labeled and recurrent ones were turned into categories.

Defining Codes Operationally

Following the coding and clustering procedures, assigned codes were defined operationally so as to avoid any confusion, misunderstanding and misconception on both researcher’s and readers’ behalf. Defining the codes also made the analysis process easier and more accurate.

Retrieving and Organizing Data

Using a word processor, coded data were retrieved and organized under relevant categories. Operational definitions were also included so as to expedite organization and analysis of data. Retrieving and organizing in this way formed a basis for tabulation of themes, categories and frequencies for each category.

Testing of Codes

Testing of the codes was not a separate stage, but rather an ongoing process, during which codes were continually tested. Throughout all the coding, operationally defining, and organizing data stages, testing of the codes was carried out and codes that were inappropriate, too abstract, or too specific were either redefined or eliminated. For example, one participant said "The teacher used to give us the questions that he would ask and we used to memorize those structures" (Interview 1, Participant 2). This sentence was first coded as "teacher", but later this was changed to "method of teaching," infering from the sentence that the course was grammar-based and that therefore the teacher had to give exam questions before the exam because students had difficulty in answering them. Also, earlier specific codes such as "capacity" and "forgetfulness" were later replaced with "student characteristics."

Looking for Interrelationship between Categories

The stages defined and explained above were followed by the stage in which interrelationships between coding categories were identified. Similar categories were grouped together under the same theme. Each theme and related categories were tabulated. Frequencies and percentages for each category were calculated and typed in related tables for clearer and more accurate retrieval of findings, and hence more reliable conclusions.

4.1.2. Credibility of Qualitative Data

There has always been much concern about the value of qualitative research. As qualitative research findings are not believed to be generalizable, this concern usually focuses on issues such as validity, reliability, quality, transferability, dependability, confirmability and trustworthiness (e.g. Bryman and Burgess, 1994; Ezzy, 2002; Patton, 2002). Findings in qualitative studies are usually not accepted as reliable and valid, for they are derived from non-representative small samples. Also the procedures of qualitative data collection and analysis are accepted as subjective. These issues are addressed in the following sections.

Reliability

In most qualitative studies quantitative reliability assessments cannot be performed. Therefore, some qualitative researchers object to the traditional idea of reliability and validity, as well (e.g. Sandelowski and Barroso, 2007). Qualitative researchers assume that different people construct different meanings of the same events and do not expect interview results to be consistent across subgroups or individuals even within the same group of participants. Therefore, qualitative researchers do not seek consistent and hence reliable findings. They describe how reality is constructed in different ways by different individuals and try to assess unique constructions. The concept of triangulation requires the researchers to look at multiple data sources and is usually seen as a way of providing reliability in qualitative studies, but it does not mean the same thing as reliability in the sense of quantitative research. In the present study, both qualitative and quantitative data were used to address the issue of reliability.

Validity

Validity is basically defined as "goodness" or "soundness" of a study (Miller, 2008). In quantitative research it depends on whether a study actually measures what it aims to measure. However, the quantitative notions of validity have been redefined by qualitative researchers. For instance, in qualitative studies, guidelines for external validity (generalizability of concusions to a larger population) cannot be followed in the sense that quantitative researchers do simply because results of qualitative studies cannot be generalized (Boulton and Hammersley, 2006). Qualitative researchers believe that contexts are idiosyncratic and constantly changing. Findings do not apply to individuals or contexts other than the ones that are studied. The individuals or contexts that are studied can also change over time. Therefore, it seems needless to look for external validity in qualitative studies. The term transferability is used by qualitative researchers instead of quantitative researchers' notion of external validity or generalizability. In the constructivist paradigm, transferability is identified as a more significant criterion than the criterion of generalizability as external validity in post-positivist research (Costantino, 2008). The transferability notion assumes that research findings are only temporary hypotheses about what is likely to happen when similar things are done in apparently similar contexts and that only the readers or other

researchers can decide whether or not a finding can be transferred to their situations. This applies to the qualitative part of the present study, as well.

Trustworthiness

Trustworthiness is assessed by means of the concepts of transferability, credibility, confirmability, and dependability in qualitative studies (Given and Saumure, 2008). In this sense, trustworthiness of qualitative research is accepted as equivalent to validity and reliability in a quantitative research. According to Schreiber (2008:209) "The inclusion of quantitative data can also enhance legitimacy (e.g., validity, credibility, trustworthiness, transferability)."

The trustworthiness was realized in the present study not only with the inclusion of quantitative data but also in terms of four techniques explained below:

Transferability

Generally two strategies are employed by qualitative researchers to enhance the transferability of a study. The first strategy entails detailed description. Detailed description, also known as thick description, means that the reader is provided with a full and purposeful account of the context, participants, and research design so that he/she can make his/her own decisions about transferability. The second strategy is accomplished through purposeful sampling. In purposeful sampling, participants that represent the research design and limitations of the study are selected. Participants that are most consistent with the research design are expected to enhance the potential for readers to assess the degree of transferability to their own particular context (Jensen, 2008).

In the present study, the second strategy was followed to enhance transferability because of its purposeful sampling, the number of participants, and the fact that it had a blended research design; that is, it entailed quantitative data collection, as well. Thick description was also realized to a certain extent by giving details about participants, the program, and the interviews with 16 participants. Such details might allow other researchers to determine whether the findings of the present study can be transferred to their particular contexts.

Credibility

Credibility of quantitative research depends on its validity and reliability, but in qualitative research credibility depends on the ability and effort of the researcher. That is, whereas the credibility in quantitative research depends on instrument construction, it requires prolonged engagement, persistent observation and vigor in qualitative research (Golafshani, 2003). In the present study, prolonged engagement and persistent observation, and hence credibility originates from the fact that the researcher was with the class for the whole semester and had the chance to observe students during classes. Also, two rounds of interviews, administration of BALLI and English Self-Efficacy Scale before and after the treatment, and application of Podcast Evaluation Form four times during the semester served as triangulation of data sources and hence credibility. Qualitative data collection and analysis were complemented with quantitative data to realize the triangulation of methods. Moreover, audio recording and later transcription of interviews ensured referential adequacy, and the authenticity of the data used in data analysis. The interviews also provided background knowledge about participants.

Confirmability

Confirmability is a term that is counterpart to reliability in quantitative research. Schwandt (2001:164) defines conformability as "concerned with establishing the fact that the data and interpretation of an inquiry were not merely figments of inquirer's imagination." Findings and interpretations have to be supported by the data and internally coherent so as to establish confirmability in qualitative research. In the qualitative section of this study, all findings and interpretations were internally coherent and well supported by recorded data. Comparative analysis of interview data and quantitative data collected with BALLI, English Self-Efficacy Scale, and Podcast Evaluation Form also served conformability of the present study.

Dependability

Patton (2003) defines dependability judgment as an audit of the qualitative data collection process. Dependability in qualitative studies is counterpart to reliability in quantitative studies. Auditing is accepted as a useful technique in which auditors observe the research study and the process of conducting it in order to decide whether it

is acceptable in professional, legal and ethical terms, and thus to determine if it is dependable. In this study, the researcher's dissertation supervisor and other examining committee members audited the study at regular intervals and helped the researcher to examine the process and product of the study to ensure dependability.

4.2. Analysis of Quantitative Data

Research questions of the study required collection and analysis of quantitative data as well as qualitative data. Participants were given the Beliefs about Language Learning Inventory (BALLI) before and after the 12-week podcast-based program with the aim of analyzing their beliefs about learning English as a foreign language before and after the program and thus answer the first and second research questions of the study. The English Self-Efficacy Scale was also given before and after implementation so as to describe students' self-efficacy perceptions of learning English and thus answer the fourth and fifth research questions. Comparative analyses of pretest and posttest BALLI and English Self-Efficacy Scale were carried out in order to answer the third and sixth research questions, which probed whether there were any differences in participants' beliefs about language learning and self-efficacy perceptions of learning English. Finally, data collected through the Podcast Evaluation Form, as well as interview data, were analyzed with descriptive statistics in order to answer the seventh research question.

4.2.1. Analysis of the Beliefs about Language Learning Inventory

The Beliefs about Language Learning Inventory (BALLI) (see Appendix B) was developed by Horwitz (1985) to assess language learners' beliefs about language learning. Three different versions of BALLI were designed by Horwitz: one for foreign language teachers (1985) with 27 items, one for ESL students (1987) with 27 items, and another one for U.S. students learning a foreign language (1988) with 34 items.

In this study, the BALLI version with 34 items, which was developed for U.S. students learning a foreign language, was adapted for first-year Turkish university students to identify the beliefs they held about learning English as a foreign language. The inventory was translated into Turkish and a few words concerning language and

nationality were changed to adapt it for Turkish students learning English (Appendix B).

The BALLI comprises 34 items that assess five belief areas: 1. the difficulty of language learning, 2. foreign language aptitude, 3. the nature of language learning, 4. learning and communication strategies, and 5. motivation and expectations. BALLI items were scored on a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree. However, two items (4 and 14) had different response scales. Item 4 was about the perceived difficulty of English: "English is 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language." Item 14 was about the amount of time needed to learn a language: "If someone spent one hour day learning a language, how long would it take them to speak the language very well? 1) less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-10 years, 5) you can't learn a language in 1 hour a day." BALLI does not give a total score for the entire tool, because it identifies learners' beliefs about foreign language learning. Therefore, students' responses to each item are treated separately.

The BALLI has been used in a number of studies to investigate the beliefs of students about foreign language learning. Moderate reliability scores for the BALLI have been reported in previous research. For instance, Cronbach's alpha coefficient results were 0.61 in Park (1995), 0.71 in Kunt (1997), and 0.59 in Kim-Yoon (2000). In the present study, Cronbach's alpha coefficient was computed as 0.59 for pretest results and 0.71 for posttest results. These moderate reliability scores are due to the fact that items were designed to be interpreted individually based on the five-score scales and that participants' responses to individual items showed a wide variability because of the nature of the tool (Park, 1995; Kim-Yoon, 2000; Nikitina and Furuoka, 2006). Nikitina and Furuoka (2006) reassure that "despite criticisms and doubts regarding the reliability of BALLI, Horwitz's instrument can be considered to be a suitable tool for conducting research on language learning beliefs in different socio-linguistic settings." (p. 217) As for the validity of the instrument, the similarities among the factors of the BALLI found across different groups indicate that it has high potential construct validity (Yang, 1992; Nikitina and Furuoka, 2006).

Pretest and posttest BALLI results were analyzed descriptively to answer the first and second research questions. To do this, percentages, mean scores, and standard deviation values were computed for responses to each item. Results were tabulated and presented in Chapter 5. But the third research question required comparative analysis of pretest and posttest BALLI results, since it was about whether there was any difference between students' beliefs about language learning before and after using podcasts as language learning objects and aids. The most commonly used statistics test in such cases is t-test. The t-test assesses whether or not the means of two groups or pretest-posttest scores for a singly group are statistically different from each other. However, one assumption of t-test is that the data must be sampled from a normally distributed population. Kolmogorov-Smirnov normality test results showed that BALLI data did not reflect a normal distribution (Table 4.1). Therefore, Wilcoxon signed rank test was used to answer the third research question.

Table 4.1 Kolmogorov-Smirnov Normality Test Results for Pretest and Posttest Responses to BALLI

Items	Pretest				Posttest			
	N	M	SD	p	N	M	SD	p
1	185	4,19	,96	,000	176	4,18	,90	,000
2	187	2,51	1,22	,000	175	2,85	1,34	,000
3	184	4,04	,91	,000	173	3,93	1,04	,000
4	173	2,54	,83	,000	173	2,74	,93	,000
5	185	2,25	1,39	,000	175	2,31	1,24	,000
6	181	3,56	1,18	,000	172	3,46	1,23	,000
7	184	4,01	1,14	,000	173	3,86	1,20	,000
8	186	2,71	1,38	,000	177	2,92	1,38	,000
9	185	2,17	1,35	,000	175	2,17	1,27	,000
10	184	3,54	1,15	,000	175	3,66	1,05	,000
11	187	4,19	1,08	,000	175	4,14	1,01	,000
12	186	4,03	1,03	,000	175	3,75	1,06	,000
13	183	2,63	1,21	,000	172	3,08	1,23	,000
14	171	2,13	1,15	,000	170	2,03	1,02	,000
15	181	3,51	1,16	,000	171	3,12	1,12	,000
16	184	4,10	,96	,000	175	4,10	,85	,000
17	183	4,77	,51	,000	174	4,47	,83	,000
18	183	2,16	1,23	,000	170	2,37	1,27	,000
19	186	3,31	1,50	,000	170	3,09	1,36	,000
20	184	3,60	1,16	,000	174	3,01	1,27	,000
21	184	3,99	1,01	,000	174	3,91	,98	,000
22	184	2,32	1,19	,000	170	2,33	1,27	,000
23	185	4,03	1,04	,000	168	3,83	1,16	,000
24	182	2,64	1,00	,000	165	3,04	1,03	,000
25	187	4,01	,99	,000	169	3,83	1,04	,000
26	182	3,16	1,06	,000	167	3,29	1,09	,000
27	183	4,11	1,05	,000	169	3,91	1,12	,000
28	186	3,26	1,17	,000	167	3,32	1,08	,000
29	185	2,26	,94	,000	170	2,31	1,10	,000
30	180	3,61	1,08	,000	170	3,54	1,07	,000
31	186	2,58	1,31	,000	171	3,01	1,31	,000
32	185	2,46	1,20	,000	171	2,80	1,17	,000
33	186	2,85	,83	,000	172	2,77	,98	,000
34	187	4,18	,95	,000	172	4,10	,99	,000

Wilcoxon signed rank test is a non-parametric statistical test that is used to compare data from two related samples or repeated measurements on a single sample. It

is used as an alternative to t-test when the population is known to be not normally distributed. It involves comparisons of differences between measurements and requires that the data are at an interval level of measurement. With these characteristics, it is similar to t-test, but unlike t-test, it has no assumptions about the distribution pattern of measurements. Therefore, it is used whenever distributional assumptions of t-test are not satisfied.

4.2.2. Analysis of English Self-Efficacy Scale

The English Self-Efficacy (see Appendix A) was developed by the researcher, borrowing 9 items from Rahemi (2007) and adding 21 items for the specific purpose of the study. As a part of the piloting study, the factor analysis of the scale was carried out and irrelevant items were omitted. Depending on factor analysis results, three of the items borrowed from Rahemi (2007) (items 7, 8, and 9) and two other items developed by the researcher (items 11 and 15) were eliminated. The remaining 25 items were rearranged and given to participants before and after the program to collect data relevant to the fourth, fifth and sixth research questions. As the piloting and factor analysis procedures of the instrument were explained in Chapter 3, no further explanations are provided here.

Reliability analysis of the instrument showed that Cronbach's alpha coefficient was 0.94 for pretest results and 0.95 for posttest results, which points to very high reliability. Factor analysis of English Self-Efficacy Scale reported as part of the pilot study in Chapter 3 clearly indicates that it reflects a high degree of construct validity, as well. Item reduction and extraction of unrelated meaningful factors enhanced construct validity of the instrument.

Participants' responses to the English Self-Efficacy Scale before and after using podcasts as language learning objects and aids were analyzed descriptively in order to answer the fourth and fifth research questions. Instead of computing a total score for each participant as was done in earlier self-efficacy studies, percentages, mean scores, and standard deviation values were computed for responses to each item. This fostered analysis of each self-efficacy item separately. Actually, an initial comparison of whole pretest and posttest scores showed that there was significant difference as a whole. But

this was found to be misleading, because it concealed the fact that significant change was not observed for all items.

Table 4.2 Kolmogorov-Smirnov Normality Test Results for Pretest and Posttest Responses to English Self-Efficacy Scale

Items	Pretest				Posttest			
	N	M	SD	p	N	M	SD	p
1	183	2,52	,99	,000	175	2,65	1,23	,000
2	186	3,54	1,13	,000	174	3,24	1,15	,000
3	183	3,82	,96	,000	172	3,55	1,00	,000
4	183	1,78	1,01	,000	171	2,25	1,02	,000
5	184	3,91	1,02	,000	164	3,87	,97	,000
6	185	3,82	1,26	,000	173	3,87	1,16	,000
7	186	3,22	1,23	,000	173	2,90	1,27	,000
8	187	2,16	1,12	,000	174	2,25	1,01	,000
9	187	1,79	1,04	,000	172	1,95	,88	,000
10	187	1,88	,99	,000	173	2,14	,97	,000
11	185	1,82	1,07	,000	173	2,17	1,08	,000
12	186	1,68	,90	,000	172	2,01	,86	,000
13	187	1,65	,86	,000	174	1,89	,87	,000
14	187	2,43	1,32	,000	171	2,97	1,27	,000
15	186	1,86	,95	,000	171	2,56	1,13	,000
16	187	2,82	1,43	,000	174	3,30	1,30	,000
17	187	3,30	1,36	,000	172	3,64	1,19	,000
18	187	1,93	1,06	,000	174	2,35	1,14	,000
19	187	1,72	,87	,000	172	2,08	,94	,000
20	187	1,61	,77	,000	167	1,93	,80	,000
21	185	1,99	1,23	,000	172	2,33	1,21	,000
22	185	3,01	1,37	,000	170	3,56	1,18	,000
23	181	2,98	1,39	,000	171	3,65	1,15	,000
24	185	2,45	1,19	,000	174	3,03	1,22	,000
25	187	1,63	,79	,000	173	2,0694	,84622	,000

Results of descriptive analysis of self-efficacy data were tabulated and presented in Chapter 5. Pretest and posttest English Self-Efficacy Scale results were analyzed comparatively to answer the sixth research question. Research Question 6 was about whether there was any difference between students' self-efficacy perceptions before and after using podcasts as language learning objects and aids. As the English Self-Efficacy Scale data did not have a normal distribution (Table 4.2), comparative analysis was

carried out with Wilcoxon signed rank test, as well. Wilcoxon test results were tabulated and assessed in Chapter 5.

4.2.3. Analysis of Podcast Evaluation Form

The seventh research question of the study was about students' perceptions and feelings concerning using podcasts. The Podcast Evaluation Form (see Appendix D) was developed in order to describe participants' perceptions and thus answer the last research question. The form was comprised of three sections. Section A of the Podcast Evaluation Form included 10 items concerning students' thoughts and feelings about the use of podcasts during the class hours.

Items in this section were adapted from the Intrinsic Motivation Inventory (IMI) developed by the University of Rochester (n.d.). In the explanations accompanying the scale, it is asserted that the instrument yields six subscale scores; namely, participants' interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, and perceived choice while doing a certain activity. It is further stated that the IMI items under each of these subscales were found to be analytically coherent and stable across different tasks, conditions, and settings. It is reminded that the general criteria for inclusion of items on subscales are a factor loading of at least 0.6 on the appropriate subscale with no cross loadings above 0.4, and that factor loadings for IMI items substantially exceed these criteria. Researchers who construct a scale for the specific purposes of their study by borrowing items from IMI are recommended to perform their own factor analyses on new data sets.

Factor analysis of ten items adapted from IMI for the present study extracted two components. Communalities (common variance) defined for factors ranged between 0.43 and 0.77. Factor loading values were found to be between 0.64 and 0.85. Regarding the reliability of the scale, Cronbach's Alpha was computed as 0.86, which means that the scale had a high degree of reliability.

Explanations given about the development and utilization of IMI clarify that order effects of item presentation are negligible, and that the inclusion or exclusion of specific subscales has no impact on the others. Therefore, subscales that were relevant to this study were selected and ordered randomly. Among selected subscales or items,

Item 3 and Item 9 in Section A of the Podcast Evaluation Form were related to Interest/Enjoyment, while Item 4 and Item 1 were related to Perceived Competence, and Item 6 was a subscale for Effort/Importance. Item 2 and Item 8 were about Pressure/Tension and Item 10 was related to Perceived Choice. Finally, Item 7 and Item 5 were about Value/Usefulness.

Section B of the Podcast Evaluation Form was adapted from SKYPE Activity 2—Evaluation Form developed by Cabaroğlu (2007). This section was included in order to identify students' perceptions about the usefulness of podcasts and related tasks for improving language related skills. Cronbach's Alpha value was measured as 0.93, which points to a very high degree of reliability.

Section C was designed to learn about how often, and where and how the students listened to podcasts. All participants were asked to fill in the Podcast Evaluation Form four times throughout the course, usually after each podcast was over. The Podcast Evaluation Form took participants only five minutes to fill in.

Data from all three sections of the Podcast Evaluation Form were analyzed descriptively. Results were tabulated and presented in Chapter 5.

4.3. Summary

This chapter explicated the data analysis procedures and credibility of findings. It explained the analysis procedures of qualitative data gathered through two rounds of interviews and quantitative data obtained with the Beliefs about Language Learning Inventory (BALLI), Self-Efficacy Scale, and Podcast Evaluation Form. Issues such as the reliability and validity of data collection instruments were addressed. All tools seemed to reflect a high degree of reliability, validity, and dependability. Data analysis techniques were also described and justified in this chapter. The next chapter provides detailed analyses of data and presents findings to answer research questions.

CHAPTER 5

FINDINGS AND RESULTS

5.0. Introduction

The purpose of this study was to describe language learning beliefs and self-efficacy perceptions of first year Turkish university students, who were learning English as a foreign language and investigate possible effects of language learning podcasts upon their beliefs and perceptions. With this general goal in mind, we planned to describe participants' language learning beliefs and self-efficacy perceptions by analyzing data collected through the Beliefs about Language Learning Inventory (BALLI) and English Self-Efficacy Scale. We tried to analyze possible effects of podcasts by comparing data gathered before and after the implementation. We also aimed at investigating participants' perceptions and feelings concerning using podcasts as language learning objects and aids. Sixteen participants were interviewed before and after the implementation to further elaborate participants' language learning beliefs and self-efficacy perceptions, provide triangulation and, more importantly, look for any emerging themes that are possibly not covered by BALLI and English Self-Efficacy Scale.

In this chapter results of descriptive and comparative analyses of collected data are reported. The chapter comprises descriptive analyses BALLI and English Self-Efficacy Scale and qualitative analysis of semi-structured interview data to answer the first, second, fourth and fifth research questions, respectively. It also includes comparative analysis of data to answer the third and sixth research questions. Finally, it covers analysis of data collected through the Podcast Evaluation Form to answer the last research question. In the following sections, research questions are used as a framework and findings are covered under earch research question.

5.1. Research Question 1

What are the students' beliefs about language learning on entry into podcast-based language learning program?

5.1.1. Descriptive Analysis of Data Collected through the First Application of BALLI

The Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1987) was given to participants twice to examine their beliefs about language learning before and after the implementation. Students' responses were analyzed through descriptive statistics. Analyses of responses were based on Horwitz's original grouping of five major areas. Categories defined by Horwitz were: foreign language aptitude, difficulty of language learning, the nature of language learning, learning and communications strategies, and motivation and expectation.

To answer the first research question, data gathered through the first application of BALLI was analyzed descriptively. As BALLI does not give a total score for all items, overall frequencies (%), mean scores and standard deviations were computed for the responses to each item. Results were tabulated and presented in the following pages for each of five categories as defined by Horwitz.

As can be seen in Table 5.1, participants seem to have both parallel and contradicting views regarding foreign language aptitude. For instance, most of them are of the opinion that it is easier for children than adults to learn a foreign language (Agree: 41.18 % and Strongly Agree 43.85 %), which means that they are aware of the difficulties entailed in learning a foreign language as young adults. More than 50 % of them disagree with the proposition that some people have a special ability for learning foreign languages. Students' responses to this item (Item 2) are important, in that if they believe that ability is a determining factor in language learning, they might attribute any failure in language learning to their inability. However, despite the fact that they oppose the idea of some people having a special ability, at least 80.75 % of them believe that they have a special ability for language learning (Agree: 42.25 %; Strongly Agree 38.50 %; Mean: 4.10). Item 33, which suggests that everyone can learn a foreign language, also hints at the role of ability in language learning. Quite interestingly, 56.68 % of

participants reported that they neither agree nor disagree with this assertion, which might imply that they are unsure about the role of aptitude in language learning. Concerning the same item, a total of 26.2 % of participants seem to have negative views. Another interesting finding is that 56.15 % of participants believe that Turkish people are good at learning foreign languages (Item 6). Responses to this item (Mean: 3.56) seem to be parallel to those related to Item 10 (Mean: 3.54), which asserts that it is easier for someone who already speaks a foreign language to learn another one.

Table 5.1 Beliefs about Foreign Language Aptitude

ITEMS	1*	2	3	4	5	M	SD
	SD				SA		
1. It is easier for children than adults to learn a foreign language.	2.67	5.35	5.88	41.18	43.85	4.19	0.96
2. Some people have a special ability for learning foreign languages.	24.60	31.02	18.72	20.32	5.35	2.51	1.22
6. People from my country are good at learning foreign languages.	5.35	14.97	20.32	32.09	24.06	3.56	1.18
10. It is easier for someone who already speaks a foreign language to learn another one.	6.95	10.16	25.67	34.22	21.39	3.54	1.15
11. People who are good at mathematics or science are not good at learning foreign languages.	3.21	7.49	8.56	28.34	52.41	4.19	1.08
16. I have a special ability for learning foreign languages.	1.07	9.09	7.49	42.25	38.50	4.10	0.96
19. Women are better than men at learning foreign languages.	19.25	14.44	10.70	26.74	28.34	3.31	1.50
30. People who speak more than one language are very intelligent.	4.81	9.63	24.06	37.97	19.79	3.61	1.08
33. Everyone can learn to speak a foreign language.	6.95	19.25	56.68	14.44	2.14	2.85	0.83

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Analysis of responses to the items related to the difficulty of language learning (Table 5.2) revealed that a large number of students (Agree: 42.25 %; Disagree: 33.69) believe that some languages are easier to learn than others. Relatively fewer students think that English is an easy (6.95 %) and a very easy (0.53 %) language compared to those who report that they believe it is very difficult (11.76 %), difficult (26.74 %), and somewhat difficult (46,52). Responses to Item 5 clearly show that a majority of students

(Strongly Disagree: 41.18 %; Disagree: 26.74 %) did not believe that they would learn English very well. Parallel to their views concerning the difficulty of English, a great majority of them reported that it would take more than two years to learn English with one hour of study a day. The fact that 40.11 % of participants believed that it would take 5 to 10 years to learn English studying one hour a day and that 18.18 % of them thought that English cannot be learned by studying for an hour a day affirm their apprehension towards foreign language learning. Also, a great majority of students were of the opinion that it is easier to speak than to understand English and that it is easier to read and write English than to speak and understand it. Mean scores of responses to Item 25 and Item 34 are 4.01 and 4.18, respectively. This shows that there is a concurrence of opinion on the difficulty of language domains. Relatively low standard deviations (0.99 and 0.95, respectively) for related scores also point to highly concurrent views.

Table 5.2 Beliefs about Difficulty of Language

ITEMS	1* SD	2	3	4	5 SA	M	SD
3. Some languages are easier to learn than others.	1.07	5.35	16.04	42.25	33.69	4.04	0.91
4. English is: (1) a very difficult language, (2) a difficult language, (3) a language of medium difficulty, (4) an easy language, (5) a very easy language.	11.76	26.74	46.52	6.95	0.53	2.54	0.83
5. I believe that I will learn to speak English very well.	41.18	26.74	5.88	15.51	9.63	2.25	1.39
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well? (1) less than a year, (2) 1-2 years, (3) 3-5 years, (4) 5-10 years, (5) you can't learn a language in 1 hour a day.	7.49	12.30	18.72	40.11	18.18	3.51	1.16
25. It is easier to speak than understand a foreign language.	3.74	6.95	5.35	52.94	31.02	4.01	0.99
34. It is easier to read and write English than to speak and understand it.	1.60	7.49	5.35	42.25	43.32	4.18	0.95

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

In the area concerning the nature of language learning (Table 5.3), the total percentage of students who strongly disagreed and disagreed that it is important to know about English-speaking cultures in order to speak English was 51.87. Mean score for this item is 2.71, which indicates that participants tend to disregard the importance of knowing about English-speaking cultures for learning English. There seems to be a consensus on the importance of learning English in an English-speaking country, and learning vocabulary and grammar. Mean scores for related items are 4.03, 4.77 and 4.03, respectively. About 32 % of participants agreed and 44.39 % of participants

strongly agreed that learning a foreign language is different than learning other academic subjects. Almost half of all participants (45.45 %) seemed to believe that the most important part of learning English is learning how to translate from Turkish to English.

Table 5.3 Beliefs about the Nature of Language Learning

ITEMS	1* SD	2	3	4	5 SA	M	SD
8. It is important to know about English-speaking cultures in order to speak English.	24.06	27.81	13.90	20.32	13.37	2.71	1.38
12. It is best to learn English in an English-speaking country.	3.21	7.49	9.09	42.78	36.90	4.03	1.03
17. The most important part of learning a foreign language is learning vocabulary words.	0.53	0	0.53	19.79	77.01	4.77	0.51
23. The most important part of learning a foreign language is learning the grammar.	2.14	7.49	16.58	31.55	41.18	4.03	1.04
27. Learning a foreign language is different than learning other academic subjects.	3.21	5.88	12.30	32.09	44.39	4.11	1.05
28. The most important part of learning English is learning how to translate from my language or from my native language to English.	8.56	17.65	27.81	30.48	14.97	3.26	1.17

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Most of the participants believe that it is important to speak English with excellent pronunciation (76.7 %), whereas the ratio of those who strongly disagree and disagree that you shouldn't say anything in English until you can say it correctly is 70.27 % (Table 5.4). However, they do not seem to be eager to practice with native speakers (M: 2.63). Similarly, a majority of students do not believe that they can guess if they do not know a word in English (M: 2.13) and that it is important to repeat and

practice a lot (M: 2.16). It is also clearly demonstrated in Table 5.4 that they feel timid speaking to others in English (M: 3.99). Nearly half of students (41.30 %) seem to be uncertain about the role of errors and error correction in language learning. Nearly 49 % of participants strongly disagree and disagree with the assertion that if beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on. 31.32 % of the participants agree and only 8.24 % strongly agree that it is important to practice with cassettes or tapes. The ratio of those who feel uncertain about the role of practice with cassettes and tapes is 37.36 %, which is quite high.

Table 5.4 Beliefs about Learning and Communication Strategies

ITEMS	1	2	3	4	5	M	SD
	SD				SA		
7. It is important to speak English with an excellent pronunciation.	2.72	13.6	7.07	33.2	43.5	4.01	1.14
9. You shouldn't say anything in English until you can say it correctly.	43.78	26.49	7.03	14.05	8.65	2.17	1.35
13. I enjoy practicing English with the native speakers of English I meet.	19.67	31.15	23.50	18.03	7.65	2.63	1.21
14. It's o.k. to guess if you don't know a word in English.	32.16	42.69	13.45	3.51	8.19	2.13	1.15
18. It is important to repeat and practice a lot.	38.25	32.24	9.84	14.21	5.46	2.16	1.23
21. I feel timid speaking English with other people.	3.26	4.35	18.48	38.04	35.87	3.99	1.01
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	35.87	13.04	41.30	2.72	7.07	2.32	1.19
26. It is important to practice with cassettes or tapes.	8.79	14.29	37.36	31.32	8.24	3.16	1.06

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Motivation and expectations of students seem to be quite low (Table 5.5). Although a total of 64.68 % of participants are of the opinion that Turkish people perceive speaking English as important, a majority of them seem to have rather low motivation and expectations about learning English. The total ratio of those who reported that they want to learn English so that they can get to know native speakers of English and their cultures better is only 16.49. This clearly shows that most of the participants have low intrinsic motivation. As all participants were students at the

faculty of education, which meant that they would become teachers after graduation, many of them do not believe that they will have better opportunities for a good job if they learn English very well. The ratios for those who agree and strongly agree with the assertion in Item 29 are only 1.08 % and 1.62 %, respectively. These may correspond to the number of students who may prefer occupations other than teaching. Responses to Item 31 and Item 32 also show that more than half of students' intrinsic motivation to learn English is very low. A total of 60.75 % of participants disagree and strongly disagree with the assertion that goes "I want to learn to speak English well." For this same item, 9.68 % of participants seem to be uncertain whether they want to learn English or not. More interestingly, more than half (58.92 %) of the participants do not want to have friends who are native speakers of English and 17.84 % are undecided. All these finding are clear indications of low intrinsic motivation.

Table 5.5 Beliefs about Motivation and Expectations

ITEMS	1 SD	2	3	4	5 SA	M	SD
20. People in my country feel that it is important to speak English.	4.89	17.39	13.04	41.85	22.83	3.60	1.16
24. I would like to learn English so that I can get to know native speakers of English better and their cultures.	13.74	28.57	41.21	12.64	3.85	2.64	1.00
29. If I learn English very well, I will have better opportunities for a good job.	28.65	21.08	47.57	1.08	1.62	2.26	0.94
31. I want to learn to speak English well.	22.04	38.71	9.68	18.82	10.75	2.58	1.31
32. I would like to have friends who are native speakers of English.	23.78	35.14	17.84	17.30	5.95	2.46	1.20

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

5.1.2 Findings from the First Round of Semi-Structured Interviews

As was explained in Chapter 4, recurring themes in the interview data were coded and the codes were categorized. In this section, findings from the first set of interviews are given. Then they are compared with those from BALLI. When and where appropriate, excerpts from interviews are provided.

Qualitative analysis of the first round of interviews produced four themes concerning participants' language learning beliefs. Theme 1 and Theme 2 are related to beliefs about the nature of language learning and learning and communication strategies, two domains that were also covered by BALLI. However, categories that are not present in BALLI also emerged. Concerning the nature of language learning, BALLI includes domains such as vocabulary, grammar and translation (see Table 5.3), whereas the analysis of semi-structured interview data revealed views concerning the importance of listening, reading, speaking and writing in addition to those covered by BALLI. Similarly, learning and communication strategies section of BALLI (see Table 5.4) contains items about the importance of pronunciation, repetition, practice and listening, while the interview highlighted other important factors such as effort, teacher, aspiration and determination. This enables us to not only compare and hence triangulate some of the findings but also gain a deeper and broader understanding of language learning beliefs. Theme 3 and Theme 4, which are about beliefs about source of problems in language learning and suggestions for overcoming such problems respectively, pinpoint two very important belief domains that are not comprised in BALLI, which is an opportunity for deeper and further understanding of the issue and a justification for the blended research design of the study.

Theme 1: Beliefs about the importance of language learning domains

Analysis of interview data showed that participants stressed the importance of some language skills or language learning domains repatedly. The categories that emerged were: Grammar, vocabulary, translation, speaking, listening, reading, and writing, respectively. These are the language learning domains that were accepted as important by students. Grammar and vocabulary are the two categories that are deemed by participants to be the most important domains in language learning (Table 5.6). The fact that 14 out of 16 participants asserted that learning and/or teaching grammar was very important in language instruction is an indication of the prevalence of grammar-based language instruction in Turkey.

Table 5.6. Frequencies and Ratios by Categories under Theme 1 of First Round of Interviews

Theme 1	Categories	Participants		f**	%
		n*	%		
Beliefs about the importance of language learning domains	Grammar	14	34.1	27	37.0
	Vocabulary	9	22.0	21	28.8
	Translation	5	12.2	9	12.3
	Speaking	6	14.6	8	11.0
	Listening	3	7.3	4	5.5
	Reading	2	4.9	2	2.7
	Writing	2	4.9	2	2.7
	Total	**41**	**100**	**73**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Studying or memorizing vocabulary seems to be important for the participants of the study, as well. Before the program, which this study is based on, for most of the participants, language learning meant sentence construction and sentence construction meant grammatical rules and vocabulary. For instance, in the first round of interviews one participant said:

> *"...first of all, we have to know words; we have to improve our vocabulary. If you don't know grammar rules, you cannot make sentences. I think these are all the same..."* (Interview 1, Participant 1)

Probably, she meant "both vocabulary and grammar are important" when she said "these are all the same." Following extracts also convey high popularity of grammar and vocabulary for participants before the implementation:

> *"...it is certainly a must to know the rules in order to learn a language in a normal way. But in my opinion, vocabulary is more important..."* (Interview 1, Participant 2)

> *"Certainly grammar [is the most important domain]. Sentences... grammar, each country has its own grammar rules. Turkish and English, too. For example, subject comes first in Turkish, but in English it is at the end of the sentence."* (Interview 1, Participant 6)

The example given by Participant 6 was included in the extract just because it clarifies what she meant when she said “grammar.” However, there is a mistake in the example. Most probably she wanted to say that the verb is at the end of the sentence in Turkish, but comes after the subject in English. Thus, she wanted to stress that word order is different in both languages and that, therefore, grammatical rules must be taught.

Findings concerning the beliefs about the importance of grammar and vocabulary confirm those obtained through BALLI (see Table 5.3). Translation and speaking related views seem to have some prevalence among participants, for five participants mentioned translation and six participants mentioned speaking nine (12.3 %) and eight (11 %) times in interviews, respectively. The fact that translation was perceived to be important was also apparent in BALLI findings, where a total of 45.45 % of participants strongly agreed and agreed that the most important part of learning English was learning how to translate. Although both instruments revealed that translation was believed to be important by participants, the ratios are different (almost 50 % in BALLI and one third in the interview). This might have resulted from the fact that BALLI included an item that mentioned translation, whereas translation-related views emerged naturally in the interview.

Participants mentioned speaking, listening, reading and writing as important language learning domains with frequencies of 8 (11 %), 4 (5.5 %), 2 (2.7 %) and 2 (2.7 %), respectively (Table 5.6). Considering the listening-based nature of the implementation section of this study, it is remarkable to find out that most of the participants did not refer to listening as being important. However, responses to Item 26 in BALLI suggest that a total of 39.58 % of participants believe that it is important to practice with cassettes or tapes, which certainly means listening practice. The discrepancy between BALLI and interview findings can be attributed to the fact that likert-type surveys have some leading effect.

Theme 2: Beliefs about the important factors in language learning

The second theme that emerged from qualitative data analysis was about important factors in language learning. Related categories were: effort, teacher, talent, aspiration, materials, and determination, respectively. Students believed that these

factors have determining effects on language learning. Table 5.7 below displays a summary of findings in relation to important factors in language learning.

Table 5.7 Frequencies and Ratios by Categories under Theme 2 of First Round of Interviews

Theme 2	**Categories**	**Participants**		**f***	**%**
		n*	**%**		
Beliefs about important factors in language learning	Effort	14	35	30	44.1
	Teacher	8	20	14	20.6
	Talent	8	20	11	16.2
	Aspiration	4	10	6	8.8
	Materials	3	7.5	4	5.9
	Determination	3	7.5	3	4.4
	Total	**40**	**100**	**68**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

As can be seen in the table, all but two participants asserted that effort was an important factor in language learning. The frequency of effort-related codes in the transcripts of the first round of interviews corresponds to 44,1 % of the frequency of all other categories. Half of 16 participants believed that teacher and talent were important factors, while only four participants believed in the importance of aspiration and three participants stressed the importance of materials and aspiration. The fact that 14 students mentioned effort or effort related categories 30 times is a clear indication of its being emphasized over other categories. As the total number of participants who mentioned a category at least once (n: 40) shows, most students opted for more than one category. Following extract exemplifies importantance of various factors in foreign language instruction:

> *"...I think students' effort is very very important. The first thing is students' effort. The teacher and materials are very important, as well."* (Interview 1, Participant 7)

Sometimes coding interview data was not so straightforward. Participants' hesitation and expressing their views in a hierarchical manner posed a real challenge for

the process of analysis, for it is difficult to demonstrate hierarchy in an analysis system in which transcripts are coded and codes that go together are counted to form a category. The extract below illustrates both hesitation and participant's preference of one element over the other.

> *"There is no such thing as talent; that is, there is but there is nothing you cannot do if you want to."* (Interview 1, Participant 8)

Here, disregarding the participant's hesitation, it is possible to comment that he thinks talent is somewhat important in language learning, but aspiration is much more important and decisive. However, it is clear that the participant wanted to emphasize the importance of effort or hard work when he said "there is nothing you cannot do, if you want to."

Theme 3: Beliefs about source of problems in language learning

Another theme that emerged from the analysis of interview transcripts was participants' beliefs about the reasons behind the problems they had faced. Main sources of problems that they mentioned were categorized as teacher characteristics, lack of motivation, student characteristics, and teachers' method of teaching. Other categories that emerged were language characteristics, exams, and lack of practice (Table 5.8).

Table 5.8 Frequencies and Ratios by Categories under Theme 3 of First Round of Interviews

Theme 3	**Categories**	**Participants**		**f****	**%**
		n*	**%**		
Beliefs about source of problems in language learning	Teacher characteristics	8	24.2	12	25.0
	Lack of motivation	6	18.2	9	18.3
	Student characteristics	5	15.2	8	16.7
	Method of teaching	5	15.2	7	14.6
	Language characteristics	4	12.1	7	14.6
	Exams	3	9.1	3	6.3
	Lack of practice	2	6.1	2	4.2
	Total	**33**	**100**	**48**	**99.5**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Teacher characteristics, which were claimed to be the main source of problems by eight participants, included attributions such as unfairness, slackness, sternness, and poor command of teaching techniques. Among other teacher-related issues were insufficient number of teachers of English and the fact that some students were taught English by teachers whose major was not teaching English as a foreign language. Following extracts were selected to give an idea about how some participants blamed teachers for their not having learned English well enough.

> *"The teacher was a bit, well, stern. He used to force us. We worked pretty hard, but I worked only to pass the exams."* (Interview 1, Participant 4)

> *"...Sometimes the teacher treats [used to treat] students preferentially. For example, s/he wants to do his/her students a favour by helping them pass the exam; s/he says I will ask this and that [in the exam]."* (Interview 1, Participant 6)

> *"[I couldn't learn English] because there were no teachers of English..."* (Interview 1, Participant 7)

> *"...I did not use to get on well with the teacher..."* (Interview 1, Participant 9)

> *"...the social studies teacher used to teach us English."* (Interview 1, Participant 10)

The category with the second highest frequency was lack of motivation (Table 5.8). Six participants mentioned lack of motivation or low motivation as a barrier for learning English. The third most important category was student characteristics that impeded language learning. Student characteristics included features such as laziness, impatience, preconception, and comprehension capacity. Language instruction method and language characteristics were proposed by 5 and 4 participants, respectively, as factors that may curtail language learning. Students' complaints about the way they were taught English in the past were coded as *method of teaching*. Language characteristics comprised elements such as different word order, difficulty, and its being difficult to keep in mind. Finally, the last two categories with the fewest frequencies were exams and lack of practice. A few students believed that they did not learn English

because of the fact that they studied English only to pass the exams and not to learn it and that they did not practice enough.

Theme 4: Suggestions for overcoming problems in language instruction

The fourth theme that emerged included suggestions of participants for overcoming problems in language instruction (Table 5.9). Considering the prevalence of grammar instruction in Turkey, it was not surprising to observe that the category with the highest frequencies under the fourth theme was grammar instruction. Eleven out of sixteen students stated that grammar should be taught more intensively in order to overcome the difficulties they faced while trying learn English. This supports the findings presented in Table 5.6, where it was apparent that most students believed that the most important domain in language instruction was grammar. The other elements that participants suggested were speaking practice, vocabulary, hard work, motivation, translation, repetition, music, and reading (Table 5.9). The following extract shows how one participant proposed studying grammatical rules, vocabulary, pronunciation, and spelling when asked what a student should do to overcome the barriers he/she encounters in learning English:

> *"S/he should learn the rules; those rules should be known well and s/he should make sentences at home according to those rules. S/he should learn words, both their pronunciation and spelling."* (Interview 1, Participant 2)

Table 5.9 Frequencies and Ratios by Categories under Theme 4 First Round of Interviews

Theme 4	Categories	Participants		f**	%
		n*	%		
Suggestions for overcoming problems in language instruction	Grammar instruction	11	22.9	24	32.4
	Speaking practice	7	14.6	12	16.2
	Vocabulary (memorization)	9	18.8	10	13.5
	Working harder	7	14.6	8	10.8
	Motivation	5	10.4	7	9.5
	Translation	4	8.3	6	8.1
	More repetition	3	6.3	3	4.1
	Music	1	2.1	2	2.7
	Reading	1	2.1	2	2.7
	Total	**48**	**97.9**	**74**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

This is a domain not covered by BALLI, yet some of the categories under this theme do exist in BALLI. Concerning these, the difference between the two tools is that common elements are viewed from a different standpoint in each one. For instance, in BALLI it was proposed that it is important to repeat and practice a lot and participants were asked whether they agreed or not, whereas in the interview it was suggested by three students as a solution to overcome the difficulties they encountered while learning English.

5.2. Research Question 2

What language learning beliefs do students have after the podcast-based language learning program?

5.2.1. Descriptive Analysis of Data Obtained from the Second Application of BALLI

In this section, findings from the second application of the BALLI are provided. The findings are shown in Table 5.10.

Table 5.10 Beliefs about Foreign Language Aptitude

ITEMS	1 SD	2	3	4	5 SA	M	SD
1. It is easier for children than adults to learn a foreign language.	1.70	4.55	9.09	43.18	41.48	4.18	0.90
2. Some people have a special ability for learning foreign languages.	21.71	18.29	26.86	19.43	13.71	2.85	1.34
6. People from my country are good at learning foreign languages.	7.56	13.95	29.07	23.84	25.58	3.46	1.23
10. It is easier for someone who already speaks a foreign language to learn another one.	4.57	8.00	26.86	38.29	22.29	3.66	1.05
11. People who are good at mathematics or science are not good at learning foreign languages.	3.43	4.57	10.29	37.71	44.00	4.14	1.01
16. I have a special ability for learning foreign languages.	1.71	2.29	14.29	47.43	34.29	4.10	0.85
19. Women are better than men at learning foreign languages.	17.65	17.06	21.76	25.88	17.65	3.09	1.36
30. People who speak more than one language are very intelligent.	5.29	10.00	28.24	38.24	18.24	3.54	1.07
33. Everyone can learn to speak a foreign language.	13.95	16.86	50.00	16.28	2.91	2.77	0.98

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

As is seen in the table, analysis of participants' responses to BALLI items concerning beliefs about foreign language aptitude revealed that most students agree with the assertions that it is easier for children than adults to learn a foreign language

(Item 1), that people who are good at mathematics or science are not good at learning foreign languages (Item 11), and that they have a special ability for learning foreign languages (Item 16). It is also clearly seen that participants had relatively positive views about the statements in items 6, 10, and 30. That is, about half of participants somewhat believe that Turkish people are good at learning foreign languages (Item 6), that it is easier for someone who already speaks a foreign language to learn another one (Item 10), and that people who speak more than one language are very intelligent (Item 30). About two thirds of participants seem to hold either negative or dubious views concerning the assertion that women are better than men at learning foreign languages (Item 19). It is quite interesting to find out that most participants do not agree with both the assertion that some people have a special ability for learning foreign languages (Item 2) and that everyone can learn to speak a foreign language (Item 33). These two items posit contradicting assertions: If students do not believe that some people have a special ability for learning foreign languages, then they could be expected to believe that everybody can learn a foreign language. Most participants might have taken into account the difficulties they had faced and factors other than talent that affect language learning when replying Item 33. The fact that half of the participants neither agree nor disagree with the proposition that everyone can learn to speak a foreign language confirms this explanation.

Analysis of BALLI items about the difficulty of language indicated that 39.88 % of participants agree and 32.95 % of participants strongly agree that some languages are easier to learn than others (Table 5.11). About 19 % of the participants seem to be uncertain about the difficulty of languages. It is clear that few students disagree with the assertion that some languages are easier. As for the opinions about the difficulty of English, more than half of the participants believe that English is a language of medium difficulty, 9.83 % of the participants believe it is very difficult and 24.86 % believe it is difficult. The total ratio of those who believe that it is easy and very easy is only 13.87 %.

Table 5.11 Beliefs about Difficulty of Language

ITEMS	1 SD	2	3	4	5 SA	M	SD
3. Some languages are easier to learn than others.	4.62	3.47	19.08	39.88	32.95	3.93	1.04
4. English is: (1) a very difficult language, (2) a difficult language, (3) a language of medium difficulty, (4) an easy language, (5) a very easy language.	9.83	24.86	51.45	9.25	4.62	2.74	0.93
5. I believe that I will learn to speak English very well.	33.14	29.71	16.00	15.43	5.71	2.31	1.24
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well? (1) less than a year, (2) 1-2 years, (3) 3-5 years, (4) 5-10 years, (5) you can't learn a language in 1 hour a day.	12.28	11.70	35.67	32.16	8.19	3.12	1.12
25. It is easier to speak than understand a foreign language.	3.55	7.10	21.30	38.46	29.59	3.83	1.04
34. It is easier to read and write English than to speak and understand it.	3.49	5.23	7.56	45.35	38.37	4.10	0.99

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

A more striking finding is that a total of 62.85 % of participants do not believe that they will learn to speak English very well. 16 % of participants are unsure, and a total of 21.14 % agree and strongly agree that they believe that they will learn to speak English very well. 35.67 % of the participants believe that it would take them three to five years to speak English very well if they spent one hour a day, while 32.16 % believe that this would take five to ten years. 8.19 % of the participants are of the opinion that English cannot be learned in one hour a day. According to responses given for Item 25 and Item 34, a great majority of participants that it is easier to speak than

understand a foreign language and that it is easier to read and write English than to speak and understand it (Table 5.11).

Table 5.12 Beliefs about the Nature of Language Learning

ITEMS	1 SD	2	3	4	5 SA	M	SD
8. It is important to know about English-speaking cultures in order to speak English.	21.47	19.77	19.21	24.29	15.25	2.92	1.38
12. It is best to learn English in an English-speaking country.	4.57	8.00	20.00	42.29	25.14	3.75	1.06
17. The most important part of learning a foreign language is learning vocabulary words.	1.15	4.02	2.87	30.46	61.49	4.47	0.83
23. The most important part of learning a foreign language is learning the grammar.	7.14	4.17	22.02	32.14	34.52	3.83	1.16
27. Learning a foreign language is different than learning other academic subjects.	6.51	4.14	15.98	39.05	34.32	3.91	1.12
28. The most important part of learning English is learning how to translate from my language or from my native language to English.	5.99	14.37	35.93	28.74	14.97	3.32	1.08

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Table 5.12 shows that many of the participants are unaware of the importance of knowing about English-speaking cultures in order to speak English (Item 8). The total percentage of those who seem to be aware of the importance of culture is 39.54. It is also clearly seen that few students disagree with the idea that it is best to learn English in an English-speaking country (Item 12). Similarly, most of the participants believe that the most important part of learning a foreign language is learning vocabulary words (M: 4.47) and grammar (M: 3.83). The proposition that learning a foreign language is different than learning other academic subjects is accepted as true by a total of 73.38 %

of all participants. 35.93 % of the participants seem to be unsure about that importance of translation in language learning, while a total of 43.71 % agree and strongly agree that it is important.

Table 5.13 Beliefs about Learning and Communication Strategies

ITEMS	1 SD	2	3	4	5 SA	M	SD
7. It is important to speak English with an excellent pronunciation.	6.94	8.67	12.14	35.84	36.42	3.86	1.20
9. You shouldn't say anything in English until you can say it correctly.	40.57	26.86	16.00	8.57	8.00	2.17	1.27
13. I enjoy practicing English with the native speakers of English I meet.	14.53	16.86	26.74	30.23	11.63	3.08	1.23
14. It's o.k. to guess if you don't know a word in English.	32.94	44.12	14.71	3.53	4.71	2.03	1.02
18. It is important to repeat and practice a lot.	32.94	27.06	15.29	19.41	5.29	2.37	1.27
21. I feel timid speaking English with other people.	2.87	5.17	20.11	41.38	30.46	3.91	0.98
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	38.82	12.35	33.53	7.65	7.65	2.33	1.27
26. It is important to practice with cassettes or tapes.	7.19	14.37	33.53	31.74	13.17	3.29	1.09

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Table 5.13 clearly shows that most of the participants do not agree with the assertion that "you shouldn't say anything in English until you can say it correctly" (Item 9, M: 2.17), that "you can guess if you don't know a word in English" (Item 14, M: 2.03), and that "it is important to repeat and practice a lot" (Item 18, M: 2.37). Similarly, a total of 51.17 % of the participants strongly disagree and disagree with the statement that "if beginning students are permitted to make errors in English, it will be

difficult for them to speak correctly later on," while 33.53 % of the participants neither agree nor disagree.

A total of 72.26 % of all participants believe that "it is important to speak English with an excellent pronunciation", whereas a total of only 15.61 % of them do not agree. The total percentage of those who report that they "enjoy practicing English with the native speakers of English" is 41.86. The total ratio of those who say they "do not enjoy practicing English with native speakers" is 31.39 %. A great majority of the participants accept that they "feel timid while speaking English with other people" (Item 21, M: 3.91). Nearly half of the participants seem to be aware of the importance of practicing with cassettes or tapes, whereas 33.53 % of all participants feel uncertain about it.

Participants' beliefs about motivation and expectations are presented in Table 5.14. Participants seem to be not so much motivated about having better opportunities for a job (Item 29) and having friends who are native speakers of English. A total of 38.51 % of participants believe that "people in Turkey feel that it is important to speak English." More interestingly, 45.45 % of the participants neither agree nor disagree, while only 30.30 % agree that they "would like to learn English so that they can get to know native speakers of English and their cultures better. A total of 42.69 % of participants affirm that they want to learn to speak English well, while 39.18 % seem to have poor motivation about learning to speak English.

Table 5.14 Beliefs about Motivation and Expectations

ITEMS	1 SD	2	3	4	5 SA	M	SD
20. People in my country feel that it is important to speak English.	12.64	27.01	21.84	24.14	14.37	3.01	1.27
24. I would like to learn English so that I can get to know native speakers of English better and their cultures.	9.70	14.55	45.45	23.03	7.27	3.04	1.03
29. If I learn English very well, I will have better opportunities for a good job.	32.35	18.24	39.41	6.47	3.53	2.31	1.10
31. I want to learn to speak English well.	15.79	23.39	18.13	29.24	13.45	3.01	1.31
32. I would like to have friends who are native speakers of English.	17.54	19.30	36.26	19.30	7.60	2.80	1.17

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

5.2.2 Findings from the Second Round of Semi-Structured Interviews

Theme 1: Beliefs about the importance of language learning domains

Analysis of data obtained from the second round of semi-structured interviews shows that 13 out of 16 students who participated in the interviews believe that the most important domain in language learning is listening (Table 5.15). This finding is somewhat supported by responses to Item 26 in the second administration of BALLI, which posited that nearly half of participants accepted the importance of practicing with cassettes or tapes (see Table 5.13). Concerning listening, the relative difference between the results obtained with the two tools seem to have caused by the fact that Item 26 in BALLI was about practicing with cassettes or tapes and did not mention podcasts and Mp3 players. The extract below, taken from the second round of interviews, displays how one participant stressed the importance of listening to podcasts without mentioning other tools such as cassettes.

"To improve pronunciation and speaking skills, the most important thing is listening; listening to podcasts." (Interview 2, Participant 7)

Table 5.15 Frequencies and Ratios by Categories under Theme 1 of Second Round of Interviews

Theme 1	Categories	Participants		f**	%
		n*	%		
Beliefs about the importance of language learning domains	Listening	13	36.1	17	40.5
	Grammar	6	16.7	7	16.7
	Vocabulary	6	16.7	6	14.3
	Reading	4	11.1	4	9.5
	Speaking	3	8.3	4	9.5
	Translation	2	5.6	2	4.8
	Pronunciation	2	5.6	2	4.8
	Total	**36**	**100**	**42**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Grammar and vocabulary are believed to be important by only six participants with frequencies of 7 and 6, respectively (Table 5.15). Other domains accepted as important by fewer participants are reading (9.5 %), speaking (9.5 %), translation (4.8 %), and pronunciation (4.8 %). Sometimes participants opted for more than one domain and expressed that a certain domain was more important than the others. Here are two extracts that exemplify this:

"The best way to learn English is by listening and reading, and if we want to improve our vocabulary we should translate." (Interview 2, Participant 7)

"[English is best learned] by speaking, listening, and a little grammar." (Interview 2, Participant 4)

Theme 2: Beliefs about important factors in language learning

Table 5.16 illustrates the categories that emerged under Theme 2, which is about important factors in language learning. It is clearly seen in the table that effort was the most important factor for 9 students, followed by repetition, listening to podcasts and

aspiration, which were emphasized by 7, 6, and 5 participants, respectively. Memorization and music are the two categories that emerged in the analysis with fewest frequencies.

Table 5.16 Frequencies and Ratios by Categories under Theme 2 of Second Round of Interviews

Theme 2	Categories	Participants		f**	%
		n*	%		
Beliefs about important factors in language learning	Effort	9	30	9	27.3
	Repetition	7	23.3	7	21.2
	Podcast	6	20	7	21.2
	Aspiration	5	16.7	5	15.2
	Memorization	2	6.7	3	9.1
	Music	1	3.3	2	6.1
	Total	**30**	**100**	**33**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Transcripts of the second round of interviews also contained important factors that were articulated only once and therefore were not included in the table. For instance one participant said:

> *"…it depends on the level of learning. The ones who have better motivation, well, more… at least I can divide this as young and old. A young person has just launched into life. How should I say, he/she can learn English very well. But an old person… [cannot]"* (Interview 2, Participant 10)

Theme 3: Beliefs about source of problems in language learning

One of the most striking findings is that all 16 participants of the interviews expressed in the second round of interviews that language teaching methodology is the most important source of problems (Table 5.17). In fact, participants mentioned many factors as sources of language learning problems, all of which were in some way related to teaching practices and educational system in Turkey. The following extracts, all of which were taken from answers to a question about problems in language instruction,

illustrate different but related elements that were coded as method of teaching, which means the way students were taught English in the past:

> *"...repetitions are not done sufficiently. They cannot reinforce what they learn. As the teaching is grammar-based, they cannot learn."* (Interview 2, Participant 3)

> *"The same things are taught all the time. / Grammar is taught."* (Interview 2, Participant 4)

> *"Listening is not done at schools. Only structures [are taught]"* (Interview 2, Participant 9)

> *"First, grammar teaching must be abandoned"* (Interview 2, Participant 10)

> *"[I couldn't learn English because of] inefficient [educational] system."* (Interview 2, Participant 12)

This finding about the role of problematic language teaching methodology and mistakes in educational system in language instruction represents a domain not covered in BALLI, and hence complements BALLI results. Other factors that were reported by fewer participants as source of problems were lack of motivation, student characteristics, teacher characteristics, exams, and lack of practice (Table 5.17). The code "exams" denotes to the exams-based instruction in Turkey and the effects of exams on the way students study.

Table 5.17 Frequencies and Ratios by Categories under Theme 3 of Second Round of Interviews

Theme 3	Categories	Participants		f**	%
		n*	%		
Beliefs about source of problems in language learning	Method of teaching	16	59.3	21	60
	Lack of motivation	3	11.1	5	14.3
	Student characteristics	2	7.4	3	8.6
	Teacher characteristics	2	7.4	2	5.7
	Exams	2	7.4	2	5.7
	Lack of practice	2	7.4	2	5.7
	Total	**27**	**100**	**35**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Theme 4: Suggestions for solving problems in language instruction

During the second round of interviews, participants also talked about the way or ways of overcoming problems encountered while learning English. The categories that emerged from the analysis of interview data and frequencies and ratios are given in Table 5.18. For 10 participants, listening to language learning podcasts seems to be a way of overcoming the problems of foreign language instruction. About half of participants believe that speaking practice may be beneficial for students who experience difficulties in learning English.

Table 5.18 Frequencies and Ratios by Categories under Theme 4 of Second Round of Interviews

Theme 4	Categories	Participants		f**	%
		n*	%		
Suggestions for solving problems in language instruction	Listening (podcasts)	10	38.5	13	44.8
	Speaking practice	7	26.9	7	24.1
	Grammar instruction	4	15.4	4	13.8
	More repetition	3	11.5	3	10.3
	Translation	2	7.7	2	6.9
	Total	**26**	**100**	**29**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

The table also shows that four participants hold the view that grammar instruction is the solution. Suggestions with fewer frequencies are about repetition and translation (Table 5.18). Following excerpts illustrate participants' suggestions to eliminate difficulties in problems in foreign language instruction:

> *"I think listening is very important; the most important thing."* (Interview 2, Participant 2)

> *"Understanding by ears [listening] should come first. How should I say, there should be familiarity in his/her ears. I think that familiarity is indispensable. It cannot be done with grammar; you should talk, you should listen."* (Interview 2, Participant 5)

> *"First of all, it requires a long time. Then, reading and translation activities are needed. That is, I think that the more activities, the better."* (Interview 2, Participant 7)

> *"...podcasts are very beneficial for me; they will be useful for them, as well. If someone like me who said he would never learn can overcome [the problems], they will overcome [the problems] very easily.* (Interview 2, Participant 10)

5.3. Research Question 3

Is there any difference between students' beliefs about language learning before and after using podcasts as language learning objects and aids?

5.3.1. Comparative Analysis of Data Obtained from the First and Second Applications of BALLI

Wilcoxon Signed Rank Test, a nonparametric alternative to paired or related sample t-test, was used to compare quantitative data obtained from the administration of the BALLI to the same samples before and after the treatment (see Chapter 4, Section 4.2.1). As BALLI does not give a total score, the Wilcoxon test was run for each item separately. Therefore, instead of determining whether or not participants' beliefs about foreign language learning changed as a whole, the study focuses on any possible

differences in their specific views concerning each item in BALLI. This might provide more accurate and dependable results.

Concerning participants' beliefs about foreign language aptitude, Wilcoxon test results show that there is no significant difference between pre-test and post-test BALLI results for Item 1, Item 6, Item 10, Item 11, Item 16, Item 19, Item 30, and Item 33 ($p > 0.05$; Table 5.19). This means that participants' beliefs about most items about aptitude did not change after a twelve-week program of learning English with podcasts and podcast-based tasks. The only positive change occurred in students' beliefs about the assertion that some people have a special ability for learning foreign languages (Item 2; M: 2.51-2.85; $p < 0.05$).

Table 5.19 Beliefs about Foreign Language Aptitude

ITEMS	Pair	N	Mean	SD	Z	p
1. It is easier for children than adults to learn a foreign language.	Pre	187	4.19	.96	-.058	0.95
	Post	187	4.18	.90		
2. Some people have a special ability for learning foreign languages.	Pre	187	2.51	1.22	-3.045	0.00
	Post	187	2.85	1.34		
6. People from my country are good at learning foreign languages.	Pre	187	3.56	1.18	-1.180	0.24
	Post	187	3.46	1.23		
10. It is easier for someone who already speaks a foreign language to learn another one.	Pre	187	3.54	1.15	-1.083	0.28
	Post	187	3.66	1.05		
11. People who are good at mathematics or science are not good at learning foreign languages.	Pre	187	4.19	1.08	-.614	0.54
	Post	187	4.14	1.01		
16. I have a special ability for learning foreign languages.	Pre	187	4.10	0.96	-.030	0.98
	Post	187	4.10	0.85		
19. Women are better than men at learning foreign languages.	Pre	187	3.31	1.50	-1.336	0.18
	Post	187	3.09	1.36		
30. People who speak more than one language are very intelligent.	Pre	187	3.61	1.08	-.555	0.58
	Post	187	3.54	1.07		
33. Everyone can learn to speak a foreign language.	Pre	187	2.85	0.83	-1.070	0.28
	Post	187	2.77	0.98		

These findings seem to be inconsistent with interview data. In the first round of interviews talent emerged as one of major categories (n: 8, f: 11) under the theme about the most important factors in language learning, whereas no participants mentioned talent during the second round of interviews, which meant that they believed anybody can learn a foreign language no matter what his/her level of talent is. It can be assumed that the seeming discrepancy resulted from the change in participants' understanding of the item. Probably, in the first administration of BALLI (pretest), participants took the word "people" in general terms, which is the correct and expected understanding. However, in the posttest, their experiences in the classroom made them think of their classmates, whom they had observed to have different levels of ability and performance, and thus take the "people" in specific terms, meaning "people in the class." Also, it is possible to believe that some people have a special ability for learning foreign languages and at the same time that ability or talent is not so important because anyone can learn a foreign language if they work hard enough.

Table 5.20 Beliefs about Difficulty of Language

ITEMS	Pair	N	Mean	SD	Z	p
3. Some languages are easier to learn than others.	Pre	187	4.04	.91	-1.708	0.09
	Post	187	3.93	1.04		
4. English is: (1) a very difficult language, (2) a difficult language, (3) a language of medium difficulty, (4) an easy language, (5) a very easy language.	Pre	187	2.54	.83	-2.858	0.00
	Post	187	2.74	.93		
5. I believe that I will learn to speak English very well.	Pre	187	2.25	1.39	-.507	0.61
	Post	187	2.31	1.24		
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well? (1) less than a year, (2) 1-2 years, (3) 3-5 years, (4) 5-10 years, (5) you can't learn a language in 1 hour a day.	Pre	187	3.51	1.16	-3.989	0.00
	Post	187	3.12	1.12		
25. It is easier to speak than understand a foreign language.	Pre	187	4.01	0.99	-2.122	0.03
	Post	187	3.83	1.04		
34. It is easier to read and write English than to speak and understand it.	Pre	187	4.18	0.95	-.419	0.67
	Post	187	4.10	0.99		

Although there is a slight change in the beliefs about the assertions that some languages are easier to learn than others (Item 3; M: 4.04-3.93), that they believe they will learn to speak English very well (Item: 5; M: 2.25-2.31) and that it is easier to read and write English than to speak and understand it (Item 34; M: 4.18-4.10), the difference is not statistically significant ($p > 0.05$; Table 5.20). Wilcoxon test results indicate that there was a significant difference between participants' perceptions about difficulty of English (Item 4; $p < 0.05$) and about the time necessary for learning to speak English very well (Item 15; $p < 0.05$). This finding shows that participants gained confidence as a result of learning English with podcasts and related tasks. Similarly, test results for Item 25 show that participants became more confident about listening (M: 4.01-3.83). It is clearly seen in Table 5.20 that the difference between participants' pretest-posttest beliefs about the assertion that it is easier to speak than understand a foreign language is statistically significant ($p < 0.05$).

Table 5.21 Beliefs about the Nature of Language Learning

ITEMS	Pair	N	Mean	SD	Z	p
8. It is important to know about English-speaking cultures in order to speak English.	Pre	187	2.71	1.38	-1.819	0.07
	Post	187	2.92	1.38		
12. It is best to learn English in an English-speaking country.	Pre	187	4.03	1.03	-3.230	0.00
	Post	187	3.75	1.06		
17. The most important part of learning a foreign language is learning vocabulary words.	Pre	187	4.77	.51	-4.592	0.00
	Post	187	4.47	0.83		
23. The most important part of learning a foreign language is learning the grammar.	Pre	187	4.03	1.04	-2.416	0.02
	Post	187	3.83	1.16		
27. Learning a foreign language is different from learning other academic subjects.	Pre	187	4.11	1.05	-2.926	0.00
	Post	187	3.91	1.12		
28. The most important part of learning English is learning how to translate from my language or from my native language to English.	Pre	187	3.26	1.17	-.761	0.45
	Post	187	3.32	1.08		

As for participants' beliefs about the nature of language learning, there seems to be a significant change in beliefs about all but two items (Table 5.21). The participants' views about the importance of knowing about English-speaking cultures (Item 8) and translation from Turkish to English (Item 28) did not change significantly ($p > 0.05$).

Table 5.22 Beliefs about Learning and Communication Strategies

ITEMS	Pair	N	Mean	SD	Z	p
7. It is important to speak English with an excellent pronunciation.	Pre	187	4.01	1.14	-1.767	0.08
	Post	187	3.86	1.20		
18. It is important to repeat and practice a lot	Pre	187	2.16	1.23	-2.207	0.03
	Post	187	2.37	1.27		
9. You shouldn't say anything in English until you can say it correctly.	Pre	187	2.17	1.35	-.148	0.88
	Post	187	2.17	1.27		
13. I enjoy practicing English with the native speakers of English I meet.	Pre	187	2.63	1.21	-4.572	0.00
	Post	187	3.08	1.23		
14. It's o.k. to guess if you don't know a word in English.	Pre	187	2.13	1.15	-.901	0.37
	Post	187	2.03	1.02		
21. I feel timid speaking English with other people.	Pre	187	3.99	1.01	-1.198	0.23
	Post	187	3.91	0.98		
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	Pre	187	2.32	1.19	-.333	0.74
	Post	187	2.33	1.27		
26. It is important to practice with cassettes or tapes.	Pre	187	3.16	1.06	-1.622	0.10
	Post	187	3.29	1.09		

However, there is a statistically significant change in the beliefs about the propositions that it is best to learn English in an English-speaking country (Item 12; M: 4.03-3.75; $p < 0.05$), that the most important part of learning a foreign language is learning vocabulary words (Item 17; M: 4.77-4.47; $p < 0.05$), and that the most important part of learning a foreign language is learning the grammar (Item 23; M: 4.03-3.83; $p < 0.05$). Students' views about the postulate that learning a foreign language is different from learning other academic subjects (Item 27) changed significantly, as well (M: 4.11-3.91; $p < 0.05$).

Table 5.22 shows that there is a significant change in participants' beliefs about the propositions that it is important to repeat and practice a lot (Item 18; M: 2.16-2.37; $p < 0.05$) and that they enjoy practicing English with the native speakers of English (Item 13; M: 2.63-3.08; $p < 0.05$). Although there was a slight improvement, no significant change was observed in participants' views concerning the assumptions that it is important to speak English with an excellent pronunciation (Item 7; M: 4.01-3.86; $p > 0.05$) and that it is important to practice with cassettes or tapes (Item 26; M: 3.16-3.29; $p > 0.05$). As qualitative analysis of interview data verified that participants emphasized the importance of listening, absence of significant change in beliefs about practicing with cassettes or tapes might have resulted from the wording of the item and not from participants' lack of interest in listening.

No statistically significant change was observed in the participants' beliefs about items which posit that nothing should be said in English until it can be said correctly (Item 9; M: 2.17-2.17; $p > 0.05$) and that the meaning of an unknown word can be guessed (Item 14; M: 2.13-22.03; $p > 0.05$). Beliefs about feeling timid when speaking English (Item 21; M: 3.99-3.91; $p > 0.05$) and making errors (Item 22; M: 2.32-2.33; $p > 0.05$) did not change significantly, either.

Table 5.23 Beliefs about Motivation and Expectations

ITEMS	Pair	N	Mean	SD	Z	p
20. People in my country feel that it is important to speak English.	Pre	187	3.60	1.16	-5.042	0.00
	Post	187	3.01	1.27		
24. I would like to learn English so that I can get to know native speakers of English better and their cultures.	Pre	187	2.64	1.00	-4.453	0.00
	Post	187	3.04	1.03		
29. If I learn English very well. I will have better opportunities for a good job.	Pre	187	2.26	.94	-.653	0.51
	Post	187	2.31	1.10		
31. I want to learn to speak English well.	Pre	187	2.58	1.31	-4.521	0.00
	Post	187	3.01	1.31		
32. I would like to have friends who are native speakers of English.	Pre	187	2.46	1.20	-2.823	0.00
	Post	187	2.80	1.17		

Test results clearly show that the podcast-based language learning program fostered participants' motivation and and increased their expectation (Table 5.23). There was a positive change in participants' intrinsic motivation to learn English and thus know native speakers of English and their culture better (Item 24; M: 2.64-3.04; $p < 0.05$), to learn to speak English well (Item 31; M: 2.58-3.01; $p < 0.05$), and to have friends who are native speakers of English (Item 32; M: 2.46-2.80; $p < 0.05$). Although there was also a significant change in the beliefs concerning Item 20, which is about the perceived importance of speaking English in Turkey, the change was not in a positive direction (M: 3.60-3.01; $p < 0.05$). Beliefs about having better job opportunities as a result of learning English very well did not change significantly (Item 29; M: 2.26-2.31; $p > 0.05$). This is due to the fact that all participants of the study were students at the faculty of education, which means that it was already known to them that they would become teachers when they graduated.

5.3.2. Comparative Analysis of the First and Second Rounds of Semi-Structured Interviews

Qualitative data collected from the first and second rounds of interviews were linked by matching categories and frequencies for each category to facilitate comparison. Comparisons of findings for each theme mentioned earlier are given belove:

Theme 1: Beliefs about the importance of language learning domains

The most remarkable finding concerning participants' beliefs about the importance of language learning domains is that grammar was the category with the highest frequencies in the first interview, whereas it was replaced with listening in the second interview (Table 5.24).

Table 5.24 Number of participants and frequencies by categories emerged under Theme 1 in Interview 1 and 2

Theme 1	Interview 1			Interview 2		
	Categories	**n***	**f****	**Categories**	**n**	**f**
Beliefs about the importance of language learning domains	Grammar	14	27	Listening	13	17
	Vocabulary	9	21	Grammar	6	7
	Translation	5	9	Vocabulary	6	6
	Speaking	6	8	Reading	4	4
	Listening	3	4	Speaking	3	4
	Reading	2	2	Translation	2	2
	Writing	2	2	Pronunciation	2	2
	Total	**41**	**73**	**Total**	**36**	**42**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

As in the first interview, the category of vocabulary followed that of grammar in the second interview, but with fewer frequencies. More participants (n: 4) tended to appreciate the importance of reading in Interview 2 than in Interview 1 (n: 2), whereas fewer participants (n: 3) appraised speaking in Interview 2 than in Interview 1 (n: 6). Translation was deemed as less important in the second interview, as well. As the last category with only two frequencies, pronunciation replaced writing in the second interview.

Following excerpts exemplify the change in beliefs about the importance of language learning domains:

> *"I think the most important (domain) is reading. I don't believe it is Grammar any more. I don't think grammar will be useful*." (Interview 2, Participant 9)

> *"Grammar was not beneficial for me. First listening."* (Interview 2, Participant 10)

> *"Listening is effective, but we were taught grammar at high school and it was not effective."* (Interview 2, Participant 12)

"I said grammar on the first day, but if even I can understand a few things in the book, it is due to listening, not grammar." (Interview 2, Participant 16)

Theme 2: Beliefs about important factors in language learning

As is seen in Table 5.25, effort was the category with the highest frequencies in both rounds of interviews. However, it was mentioned by 14 participants 30 times in the first interview but only nine times by nine participants in the second. This was probably because before the program they perceived English as very difficult and believed they had to work very hard to be successful but began to feel that it was not so difficult. This judgment is well supported with Wilcoxon test results presented in Table 5.20, which indicate that there was a significant difference in the positive direction between participants' perceptions about the difficulty of English (Item 4; $p < 0.05$).

Teacher and talent of students in language learning, which were the second and third categories in Interview 1, were replaced with repetitive listening and listening to podcasts, two categories with seven frequencies each, in Interview 2. Aspiration was the fourth category in both interviews, whereas memorization and music emerged as the last two categories in the second interview instead of materials and determination in the first one. To summarize, concerning the most important factor in foreign language instruction, repetition and listening to podcasts, which could be taken as a single category, came to the fore in the second interview (Table 5.25). This extract shows how Participant 10 is aware of the positive effect of listening to podcasts in language learning:

"Until now, at secondary school, at primary school, at high school, I always tried to learn grammar subjects such as, how to say it, -ing affix, but I couln't succeed. But at least I reached a particular level owing to these podcasts. Well, even if I haven't learnt much, my motivation increased. I think podcasts are something very useful." (Interview 2, Participant 10).

Table 5.25 Number of participants and frequencies by categories emerged under Theme 2 in Interview 1 and 2

Theme 2	Interview 1			Interview 2		
	Categories	**n***	**f****	**Categories**	**n**	**f**
Beliefs about important factors in language learning	Effort	14	30	Effort	9	9
	Teacher	8	14	Repetition	7	7
	Talent	8	11	Podcast	6	7
	Aspiration	4	6	Aspiration	5	5
	Materials	3	4	Memorization	2	3
	Determination	3	3	Music	1	2
	Total	**40**	**68**	**Total**	**30**	**33**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Theme 3: Beliefs about source of problems in language learning

It is quite remarkable to learn that after the implementation, all participants tended to believe that method of teaching was the most important source of problems in foreign language instruction instead of teacher characteristics, which was the category with the highest frequencies in Interview 1 (Table 5.26). As in the first interview, lack of motivation and student characteristics were seen as the second and third important categories, respectively, in the second interview but with fewer frequencies. The last three categories, with only two frequencies in Interview 2, were teacher characteristics, which was the first category in Interview 1, exams, and lack of practice.

Table 5.26 Number of participants and frequencies by categories emerged under Theme 3 in Interview 1 and 2

Theme 3	Interview 1			Interview 2		
	Categories	**n***	**f****	**Categories**	**n**	**f**
Beliefs about source of problems in language learning	Teacher characteristics	8	12	Method of teaching	16	21
	Lack of motivation	6	9	Lack of motivation	3	5
	Student characteristics	5	8	Student characteristics	2	3
	Method of teaching	5	7	Teacher characteristics	2	2
	Language characteristics	4	7	Exams	2	2
	Exams	3	3	Lack of practice	2	2
	Lack of practice	2	2			
	Total	**33**	**48**	**Total**	**27**	**35**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Theme 4: Suggestions for overcoming problems in language instruction

The fourth theme that emerged from qualitative analysis of interview data was about participants' suggestions for overcoming problems in language instruction (Table 5.27). Participants' beliefs concerning this theme also seem to have changed as a result of podcast-based language instruction. Although grammar was a category most favored in the first round of interviews, it was replaced with listening to podcasts in the second. Speaking practice was suggested as a solution for language learning problems by seven participants in both rounds. Vocabulary memorization, which was the third category with 10 frequencies in Interview 1, was not mentioned in Interview 2 at all, while grammar instruction, which was initially the category with the most frequencies, became the third category with only four frequencies when the program was over.

The suggestion that more repetitions would be beneficial in overcoming language learning difficulties was articulated by three participants in both rounds of interviews, whereas the frequency of suggestions about translation dropped from six to only two. Here, too, the category about more repetitions could well be combined with the category of listening to podcasts, but it was not clear whether or not participants meant repetitive listening of podcasts when they mentioned repetition.

Table 5.27 Number of participants and frequencies by categories emerged under Theme 4 in Interview 1 and 2

Theme 4	Interview 1			Interview 2		
	Categories	**n**	**f**	**Categories**	**n**	**f**
Suggestions for overcoming problems in language instruction	Grammar instruction	11	24	Listening (to podcasts)	10	13
	Speaking practice	7	12	Speaking practice	7	7
	Vocabulary (memorization)	9	10	Grammar instruction	4	4
	Working harder	7	8	More repetition	3	3
	Motivation	5	7	Translation	2	2
	Translation	4	6			
	More repetition	3	3			
	Music	1	2			
	Reading	1	2			
	Total	**48**	**74**	**Total**	**26**	**29**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Finally, the suggestions about hard work, motivation, music, and reading were not repeated in the second round of interviews (Table 5.27). One participant proposed listening instead of grammar to overcoming language learning difficulties when he said:

> *"It would be better if they listened to conversations and dialogues."* (Interview 2, Participant 13)

5.4. Research Question 4

What self-efficacy perceptions do students have before using podcasts as language learning objects?

5.4.1. Descriptive Analysis of Quantitative Data Collected from the First Administration of Self-Efficacy Scale

Participants were given the English Self-Efficacy Scale to collect quantitative data about their self-efficacy perceptions at the beginning of the podcast-based language learning program. Collected data were analyzed descriptively in order to answer research question number four: "How is students' perceived self-efficacy before using podcasts as language learning objects?"

As is seen in 5.28, descriptive analysis of results about English self-efficacy perceptions concerning listening showed that before the program nearly all participants had very poor self-efficacy perceptions about understanding what they hear in English (Table 5.28).

Table 5.28 English Self-Efficacy Perceptions Concerning Listening

ITEMS	1 SD	2	3	4	5 SA	M	SD
10. If an American or British person speaks to me, I can understand him/her easily.	42.78	37.43	11.23	6.42	2.14	1.88	0.99
12. When I listen to an English song, I can understand it easily.	51.08	37.63	4.84	4.84	1.61	1.68	0.90
15. When the teacher speaks English in the class, I can understand him/her easily.	41.40	41.40	8.60	6.99	1.61	1.86	0.95
20. I can understand English movies and TV series easily.	51.87	39.57	4.81	3.21	0.53	1.61	0.77
25. I can understand English news programs easily.	51.87	36.90	8.02	2.67	0.53	1.63	0.79

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Mean values for all items about listening comprehension were under 2, which meant that most participants either strongly disagreed or disagreed with assertions that they can understand authentic listening tasks at various levels of difficulty.

Participants' self-efficacy perceptions of speaking English were somewhat low (Table 5.29), but were higher than those about listening comprehension (Table 5.28). Their expectations about learning to speak English very well in the future (Item 2, M: 3.5; Item: 7, M: 3.22) were quite high compared to their listening self-efficacy perception. High self-efficacy was also observed in their answers to Item 17, which was about a speaking task as easy as introducing oneself to a foreigner. The lowest self-efficacy was reported about Item 19 (M: 1.72), which was about replying to a question asked by a foreigner. This item implies not only speaking but also listening, and therefore the reported result is parallel to the results about listening comprehension presented in Table 5.28.

Table 5.29 English Self-Efficacy Perceptions Concerning Speaking

ITEMS	1 SD	2	3	4	5 SA	M	SD
2. I think that someday I will speak English very well.	5.38	15.1	20.4	38.7	20.4	3.5	1.1
7. I believe that one day I will be able to speak English with American or British accent.	9.14	19.89	30.11	21.51	19.35	3.22	1.23
8. If I want to say something in the class, I can say it in English.	33.69	35.29	16.58	10.70	3.74	2.16	1.12
17. I can talk to a foreigner and introduce myself.	14.97	18.72	5.88	42.25	18.18	3.30	1.36
19. If a foreigner asks a question, I can reply in English.	48.13	39.04	6.95	4.81	1.07	1.72	0.87
23. I can introduce me and my family in English.	20.99	21.55	8.29	37.02	12.15	2.98	1.39

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Table 5.30 below illustrates participants' English self-efficacy perceptions concerning their level of reading skill. As is seen in the table, most of the participants have poor self-efficacy perceptions concerning reading unabridged English texts. The only item with which more than half of participants agreed and strongly agreed is about reading and understanding simple English dialogues (Item 22, M: 3.01). Also, a total of 28.88 % of all participants agreed and strongly agreed that they can read and understand easy stories (Item 14, M: 2.43).

Table 5.30 English Self-Efficacy Perceptions Concerning Reading

ITEMS	1	2	3	4	5	M	SD
	SD				SA		
9. I can read and understand advanced level stories.	52.41	28.88	8.56	8.02	2.14	1.79	1.04
14. I can read and understand easy stories.	30.48	32.09	8.56	21.39	7.49	2.43	1.32
18. I can read and understand unabridged English texts and newspaper columns.	44.39	32.62	10.70	10.70	1.60	1.93	1.06
22. I can read and understand simple English dialogues.	21.62	17.84	9.19	41.08	10.27	3.01	1.37

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Most of the participants also seem to have had poor self-efficacy concerning writing before the program (Table 5.31). A great majority of students strongly disagree and disagree that they can write about an event that they have experienced (Item 11, M: 1.82), that they are very confident about writing long and detailed passages in English (Item 13, M: 1.65) and that they can do written chat with foreigners (Item 21, M: 1.99). Only a total of 45.45 % of participants agree and strongly agree that if they had a pen pal, they could write him/her a short letter and introduce themselves and about 24.32 % of participants assert that if the teacher says a sentence in English, they can write it correctly. Thus, it is clear that most of the participants have poor self-efficacy perceptions about writing in English.

Table 5.31 English Self-Efficacy Perceptions Concerning Writing

ITEMS	1	2	3	4	5	M	SD
	SD				SA		
11. I can write about an event that I have experienced.	48.65	35.68	3.78	8.65	3.24	1.82	1.07
13. I am very confident about writing in English; I can write long and detailed passages.	52.41	36.36	6.42	3.21	1.60	1.65	0.86
16. If I had a pen pal. I could write him/her a short letter and introduce myself.	25.67	24.06	4.81	33.69	11.76	2.82	1.43
21. I can do written chat with foreigners.	45.95	32.43	3.78	11.89	5.95	1.99	1.23
24. If the teacher says a sentence in English, I can write it correctly.	23.78	36.22	15.68	19.46	4.86	2.45	1.19

Participants of the study tended to have had high perceived self-efficacy concerning motivation and expectations before the treatment (Table 5.32). The total ratios of participants who strongly agree and agree that they are sure they can solve any problems they face in learning English (Item 3, M: 3.82) and that they are sure that they can improve their English by trying more (Item 5, M: 3.91) are 72.67 % and 78.26 %, respectively. Similarly, a total of 69.73 % strongly agree and agree that if they do not do well in English, it is only because they do not exert enough effort (Item 6, M: 3.82). However, few students agreed that they had a special ability for learning English (Item 1, M: 2.52) and that they were satisfied with their level of English proficiency (Item 4, M: 1.78) before entering the podcast-based program. Thus, it can be concluded that most participants had high motivation and expectations but were not satisfied with their language learning ability and level of proficiency before learning English with podcasts.

Table 5.32 English Self-Efficacy Perceptions Concerning Motivation and Expectations

ITEMS	1 SD	2	3	4	5 SA	M	SD
1. I have got a special ability for learning English.	12.57	43.17	27.87	12.57	3.83	2.52	0.99
3. I am sure I can solve any problems I face in learning English.	2.73	7.65	16.94	50.27	22.40	3.82	0.96
4. I'm satisfied with my current level of English proficiency.	49.18	36.61	2.73	9.84	1.64	1.78	1.01
5. I'm sure that I can improve my English by trying more.	3.80	8.15	9.78	50.00	28.26	3.91	1.02
6. If I do not do well in this lesson, it is only because I do not exert enough effort.	8.11	9.19	12.97	31.89	37.84	3.82	1.26

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

5.4.2 Findings from the First Round of Semi-Structured Interviews Regarding Students' English Self-Efficacy

Theme 5: Self-efficacy perception of current level in English

Analyses of sections about self-efficacy in the transcripts of first round of interviews show that among 16 students who participated in the interviews, 5 participants believed that their level of proficiency in English was very poor and six participants believed that they had a poor level of proficiency before using podcasts as language learning objects. Only 5 participants reported that their level of proficiency was somewhat good (Table 5.33).

Table 5.33 Frequencies and Ratios by Categories under Theme 5 of First Round of Interviews

Theme 5	Categories	Participants		f**	%
		n*	%		
Self-efficacy: Current level in English	Very poor	5	31.3	7	30.4
	Poor	6	37.5	9	39.1
	Somewhat good	5	31.3	7	30.4
	Total	**16**	**100**	**23**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

These results are parallel to those of Item 4 in Table 5.32. Here are some excerpts from transcripts of the first round of interviews to give an idea of how some participants evaluated their level of proficiency:

> *"It is not sufficient of course, but I would very much like to improve it."* (Interview 1, Participant 1)

> *"It is not good. At least, I don't think it is very good."* (Interview 1, Participant 2)

> *"No, my English is very poor."* (Interview 1, Participant 4)

> *"I find it [my English] horrible."* (Interview 1, Participant 5)

> *"Not very good. That is, not good enough to speak to a foreigner. For example, [I can tell] where I am from, how old I am, what I like, what I don't like…"* (Interview 1, Participant 6)

Theme 6: Self-efficacy perception of talent

The sixth theme that emerged from the analysis of the transcripts of the first round of interviews was self-efficacy perceptions about talent. Table 5.34 illustrates that only six participants had high self-efficacy about being talented, that five participants did not believe in the effect of talent on language learning and that three participants believed that they were talented. Two participants reported that they were not sure whether they were talented in learning English. These results, too, are in line with those

of descriptive analysis of quantitative data obtained from the English Self-Efficacy Scale that are presented in Table 5.32.

Table 5.34 Frequencies and Ratios by Categories under Theme 6 of First Round of Interviews

Theme 6	Categories	Participants		f**	%
		n*	%		
Self-efficacy: Talent	Talented	6	37.5	6	37.5
	Do not believe in talent	5	31.3	5	31.3
	Not talented	3	18.8	3	18.8
	Not sure	2	12.5	2	12.5
	Total	**16**	**100**	**16**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Theme 7: Self-efficacy: Expectation and motivation

The seventh theme that emerged from the analysis of the first round of interviews was about expectation and motivation. Table 5.35 displays the findings. The analysis of frequencies for categories under Theme 7 revealed that six participants expressed 13 times that they had high expectation and motivation and six participants said indirectly that their expectation and motivation was somewhat high. On the other hand, six participants tended to have low expectation and motivation and four participants had somewhat low expectation and motivation. The fact that the total number of participants who mentioned all four categories exceeds the number of 16 participants who participated in the interviews was due to further questions probing about expectation and motivation concerning different language skills.

Table 5.35 Frequencies and Ratios by Categories under Theme 7 of First Round of Interviews

Theme 7	Categories	Participants		f**	%
		n*	%		
Self-efficacy: Expectation and motivation	High	6	27.3	13	33.3
	Low	6	27.3	12	30.8
	Somewhat high	6	27.3	8	20.5
	Somewhat low	4	18.2	6	15.4
	Total	**22**	**100**	**39**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

The excerpts below illustrate how some of the participants expressed their level of expectation and motivation:

"Yes, I believe [that I will learn very well]" (Interview 1, Participant 1)

"I think I will be able to learn [till the end of the term]." (Interview 1, Participant 1)

"[I can learn English] as much as I can express myself." (Interview 1, Participant 3)

"I believe…/ I will work very hard." (Interview 1, Participant 3)

"I don't believe [that I will be able to learn English well till the end of the term]" (Interview 1, Participant 4)

5.5. Research Question 5

What self-efficacy perceptions do students have at the end of the podcast-based language learning program?

5.5.1. Descriptive Analysis of the Second Administration of Self-Efficacy Scale

Participants were given the English Self-Efficacy Scale for the second time at the end of the program to collect quantitative data about their self-efficacy perceptions

at the end of the program, which was mainly comprised of repetitive listening of podcasts and podcast-based language learning tasks. Results of the second application of the English Self-Efficacy Scale were tabulated and analyzed descriptively in order to answer the fifth research question of the study.

Table 5.36 English Self-Efficacy Perceptions Concerning Listening

ITEMS	1	2	3	4	5	M	SD
	SD				SA		
10. If an American or British person speaks to me, I can understand him/her easily.	27.75	42.20	18.50	10.98	.58	2.14	0.97
12. When I listen to an English song. I can understand it easily.	29.65	45.93	18.02	6.40	0.00	2.01	0.86
15. When the teacher speaks English in the class, I can understand him/her easily.	18.13	35.09	24.56	16.96	5.26	2.56	1.13
20. I can understand English movies and TV series easily.	32.34	44.91	19.76	2.99	0.00	1.93	0.80
25. I can understand English news programs easily.	26.01	46.82	21.97	4.62	0.58	2.07	0.85

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Analysis of participants' self-efficacy perceptions concerning listening show that more than half of the participants have low self-efficacy in listening (Table 5.36). The ratio of those who strongly disagree and disagree with items that are about a high level of proficiency in listening is especially high. For instance, the total ratio of those who strongly disagree and disagree with the proposition that they can understand an American or British person is 69.95 % (Item 10, M: 2.14). A total of 75.5 % of participants believe that they cannot understand English songs easily (Item 12, M: 2.01). Similarly, a great majority of participants believe that they cannot understand English movies and television series easily (Item 20, M: 1.93) and that they cannot understand English news programs easily (Item 25, M: 2.07). However, responses to Item 15 show that a total of 22.22 % of participants believe that when the teacher speaks English during class, they can understand him/her easily (Item 15, M: 2.56). Finally, it is worth

mentioning that about 20 % of participants neither agree nor disagree with the statements concerning listening.

Table 5.37 English Self-Efficacy Perceptions Concerning Speaking

ITEMS	1 SD	2	3	4	5 SA	M	SD
2. I think that someday I will speak English very well.	8.62	17.8	27.6	32.8	13.2	3.2	1.2
7. I believe that one day I will be able to speak English with American or British accent.	17.34	19.08	33.53	16.18	13.87	2.90	1.27
8. If I want to say something in the class, I can say it in English.	24.14	41.38	22.99	8.62	2.87	2.25	1.01
17. I can talk to a foreigner and introduce myself.	9.30	10.47	8.14	51.16	20.93	3.64	1.19
19. If a foreigner asks a question, I can reply in English.	29.07	44.77	16.86	8.14	1.16	2.08	0.94
23. I can introduce me and my family in English.	8.19	8.77	13.45	48.54	21.05	3.65	1.15

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Participants tended to have higher self-efficacy perceptions concerning speaking compared to listening (Table 5.37). Especially, self-efficacy perceptions about relatively easier speaking tasks such as talking to a foreigner and introducing oneself (Item 17, M: 3.64) and introducing oneself and one's family (Item 23, M: 3.65) seem to be positive. However, few participants believed that if they want to say something in the class, they can say it in English (Item 8, M: 2.25) and that if a foreigner asks a question, they can reply in English (Item 19, M: 2.08).

Participants' English self-efficacy perceptions concerning their level of reading skill after using podcasts as language learning objects are presented in Table 5.38. It is clearly seen in the table that more than half of the participants had low self-efficacy perceptions concerning reading and understanding advanced level stories (Item 9, M: 1.95) and unabridged English texts (Item 18, M: 2.35). On the other hand, participants' self-efficacy perceptions concerning easier reading tasks such as reading and

understanding simple English dialogues (Item 22, M: 3.56) and easy stories (Item 14, M: 2.97) tended to be high.

Table 5.38 English Self-Efficacy Perceptions Concerning Reading

ITEMS	1 SD	2	3	4	5 SA	M	SD
9. I can read and understand advanced level stories.	33.72	43.60	16.86	5.23	0.58	1.95	0.88
14. I can read and understand easy stories.	16.37	23.39	15.79	35.67	8.77	2.97	1.27
18. I can read and understand unabridged English texts and newspaper columns.	25.86	36.78	17.24	16.67	3.45	2.35	1.14
22. I can read and understand simple English dialogues.	9.41	11.76	8.24	54.12	16.47	3.56	1.18

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

As is seen in Table 5.39, after the program the writing-related self-efficacy perceptions of the participants tended to be positive for relatively easy writing tasks such as writing a short letter to a pen pal and introduce oneself (Item 16, M: 3.30) and writing a sentence said by a teacher (Item 24, M: 3.03).

Table 5.39 English Self-Efficacy Perceptions Concerning Writing

ITEMS	1 SD	2	3	4	5 SA	M	SD
11. I can write about an event that I have experienced.	30.64	39.88	13.87	13.29	2.31	2.17	1.08
13. I am very confident about writing in English; I can write long and detailed passages.	36.78	44.25	13.79	4.02	1.15	1.89	0.87
16. If I had a pen pal, I could write him/her a short letter and introduce myself.	12.64	18.97	10.34	41.95	16.09	3.30	1.30
21. I can do written chat with foreigners.	30.23	32.56	16.28	15.70	5.23	2.33	1.21
24. If the teacher say a sentence in English, I can write it correctly.	14.37	17.82	29.89	26.44	11.49	3.03	1.22

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

However, results show that more than half of the participants had poor self-efficacy for more difficult tasks such as writing about an event that they have experienced (Item 11, M: 2.17), writing long and detailed passages in English (Item 13, M: 1.89), and doing written chat with foreigners (Item 21, M: 2.33). Table 5.39 illustrates the participants' writing-related self-efficacy perceptions.

Table 5.40 English Self-Efficacy Perceptions Concerning Motivation and Expectations

ITEMS	1 SD	2	3	4	5 SA	M	SD
1. I have got a special ability for learning English.	25.14	18.86	27.43	23.43	5.14	2.65	1.23
3. I am sure I can solve any problems I face in learning English	5.81	6.98	26.74	47.09	13.37	3.55	1.00
4. I'm satisfied with my current level of English proficiency.	23.39	45.03	16.37	13.45	1.75	2.25	1.02
5. I'm sure that I can improve my English by trying more.	2.44	8.54	14.02	49.39	25.61	3.87	0.97
6. If I do not do well in this lesson, it is only because I do not exert enough effort.	5.78	9.83	10.40	39.31	34.68	3.87	1.16

* 1=Strongly disagree. 2=Disagree. 3=Neither agree or disagree. 4=Agree. 5=Strongly Agree

Results of the second administration of the English Self-Efficacy Scale revealed that participants' motivation and expectations were quite high after the treatment. Table 5.40 clearly shows that most of the participants strongly agreed and agreed that they were sure they could solve any problems they faced in learning English (Item 3, M: 3.55) and improve their English by trying more (Item 5, M: 3.87). They also believed that if they did not do well in English, it was only because they did not exert enough effort (Item 6, M: 3.87). On the other hand, fewer participants believed that they had a special ability for learning English (Item 1, M: 2.65) and that they were satisfied with their level of English proficiency (Item 4, M: 2.25).

5.5.2. Findings from the Second Round of Semi-Structured Interviews from the point of Students' English Self-Efficacy

As regards Students' English self-efficacy, analysis of semi-structured interview data produced three themes: Self-efficacy perception of their current level in English (Theme 5), self-efficacy perception of their talent in learning English (Theme 6), and self-efficacy perception of expectation and motivation (Theme 7).

Theme 5: Self-efficacy perception of current level in English

The semi-structured interview included a question about the participants' perception of their current level of English proficiency. Hence, the fifth theme that emerged from analysis of the semi-structured interview data was about participants' self-efficacy perceptions of their proficiency level at the end of the twelve-month program. Tabulated results clearly show that ten out of sixteen participants reported that their level of proficiency in English was good and six participants reported that they had a somewhat good level of proficiency (Table 5.41).

Table 5.41 Frequencies and Ratios by Categories under Theme 5 of Second Round of Interviews

Theme 5	Categories	Participants		f**	%
		n*	%		
Self-efficacy: Current level in English	Good	10	45.5	15	55.6
	Somewhat good	5	22.7	5	18.5
	Poor	3	13.6	3	11.1
	Somewhat poor	2	9.1	2	7.4
	Very good	2	9.1	2	7.4
	Total	**22**	**100**	**27**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Moreover, two participants believed that their level of English proficiency was very good. However, three participants reported poor and two participants reported somewhat poor level of proficiency. Following excerpts from transcripts of the second

round of interviews illustrate how some participants evaluated their level of proficiency at the end of the program:

> *"At the moment I can talk about my family and introduce myself. I'm very happy; I can make a few English sentences."* (Interview 2, Participant 2)

> *"More or less I can understand what I hear and I noticed that I can understand some sentences when I watch movies with subtitles or listen to some English music."* (Interview 2, Participant 7)

> *"There is some improvement compared to the beginning of the term. There is improvement; at least I have a profile for English in my head. When I speak, I can say what I want to say. If I have a problem, I can tell about it."* (Interview 2, Participant 9)

> *"[My proficiency level is] better, much much better."* (Interview 2, Participant 10)

Theme 6: Self-efficacy perception of talent

Table 5.42 Frequencies and Ratios by Categories under Theme 6 of Second Round of Interviews

Theme 6	**Categories**	**Participants**		**f****	**%**
		n*	**%**		
Self-efficacy: Talent	Talented	6	37.5	6	37.5
	Do not believe in talent	5	31.3	5	31.3
	Not talented	3	18.8	3	18.8
	Not sure	2	12.5	2	12.5
	Total	**16**	**100**	**16**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Concerning the sixth theme, six participants believed that they were talented about learning English, whereas three participants reported that they were not talented (Table 5.42). On the other hand five participants did not believe that talent is an

important factor in language learning and other two participants were not sure about whether or not they had a special talent for learning English.

Here are two excerpts that show how one participant expressed uncertainty about the role of talent and another one said she was not talented:

> *"I don't believe that talent is necessary for learning English."* (Interview 2, Participant 2)

> *"...I don't believe I'm talented."* (Interview 2, Participant 7)

Theme 7: Self-efficacy perception of expectation and motivation

Table 5.43 summarizes the findings about participants' expectation and motivation about language learning after the treatment. Analysis of frequencies for categories under Theme 7 shows that there were twenty expressions in the transcripts which might mean that nine participants had high expectation and motivation for learning English and eleven expressions which indicated that seven participants had somewhat high expectation and motivation. On the other hand, nine expressions by three participants indicated low expectation and motivation, while three expressions indicated that two participants were not sure about the level of their expectation and motivation for learning English.

Table 5.43 Frequencies and Ratios by Categories under Theme 7 of Second Round of Interviews

Theme 7	**Categories**	**Participants**		**f****	**%**
		n*	**%**		
Self-efficacy: Expectation and motivation	High	9	42.9	20	46.5
	Somewhat high	7	33.3	11	25.6
	Low	3	14.3	9	20.9
	Not sure	2	9.5	3	7
	Total	**21**	**100**	**43**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

As was mentioned before, the total number of participants who mentioned all four categories exceeds the number of sixteen participants who participated in the interviews due to more probing questions about different language skills. Here are some excerpts to give an idea of how some of the participants expressed their expectation and motivation for learning English:

> *"I will try [to learn English], but I don't know [if I can learn]."* (Interview 2, Participant 5)

> *"If the duration wasn't so short, I believe that I would [learn English very well]. Because I believe that the way we learn is the right method.* (Interview 2, Participant 7)

> *"I will continue [to listen to podcasts] on the internet even when the school [semester] is over. I'm convinced that they [podcasts] are useful. And also I believe that I can learn on my own from now on."* (Interview 2, Participant 7)

5.6. Research Question 6

Is there any difference between students' self-efficacy perceptions before and after using podcasts as language learning objects and aids?

5.6.1 Comparative Analysis of Data Collected from the First and Second Administration of the English Self-Efficacy Scale

Wilcoxon Signed Rank Test was also run to compare quantitative data obtained from the first and second administration of the English Self-Efficacy Scale before and after the treatment. The Wilcoxon test was run for each item separately and the results were tabulated.

Wilcoxon test results show that there was a statistically significant difference in participants' perceptions of their listening comprehension skills (Table 5.44). Mean scores for both pretest and posttest given in Table 5.44 in the following page indicate that the difference was in the positive direction for all items related to listening. Significant positive change was observed not only for simple listening tasks but also for more difficult tasks ($p < 0.05$). Thus, it is clear that using podcasts as language learning

objects and aids had a positive effect on the participants' self-efficacy with regard to listening comprehension.

Table 5.44 English Self-Efficacy Perceptions Concerning Listening

ITEMS	Pair	N	Mean	SD	Z	P
10. If an American or British person speaks to me, I can understand him/her easily.	Pre	187	1.88	0.99	-3.622	0.00
	Post	187	2.14	0.97		
12. When I listen to an English song, I can understand it easily.	Pre	187	1.68	0.90	-5.120	0.00
	Post	187	2.01	0.86		
15. When the teacher speaks English in the class, I can understand him/her easily.	Pre	187	1.86	0.95	-7.428	0.00
	Post	187	2.56	1.13		
20. I can understand English movies and TV series easily.	Pre	187	1.61	0.77	-4.569	0.00
	Post	187	1.93	0.80		
25. I can understand English news programs easily.	Pre	187	1.63	0.79	-6.279	0.00
	Post	187	2.07	0.85		

Participants' self-efficacy perceptions about speaking changed significantly, as well ($p < 0.05$) (Table 5.45). However, the change in the perceptions about Item 2 (M: 3.54-3.24) and Item 7 (M: 3.22-2.90), which are about future expectations concerning speaking, was in the negative direction. Furthermore, the change in participants' perceptions about speaking English in the classroom (Item 8, M: 2.16-2.25) was not statistically significant ($p > 0.05$). Results for Item 17, Item 19, and Item 23 show that participants' perceptions about simple speaking tasks changed significantly as a result of listening to language learning podcasts and doing related tasks ($p < 0.05$).

Table 5.45 English Self-Efficacy Perceptions Concerning Speaking

ITEMS	Pair	N	Mean	SD	Z	P
2. I think that someday I will speak English very well.	Pre	187	3.54	1.13	-3.105	0.00
	Post	187	3.24	1.15		
7. I believe that one day I will be able to speak English with American or British accent.	Pre	187	3.22	1.23	-3.474	0.00
	Post	187	2.90	1.27		
8. If I want to say something in the class, I can say it in English.	Pre	187	2.16	1.12	-1.444	0.15
	Post	187	2.25	1.01		
17. I can talk to a foreigner and introduce myself.	Pre	187	3.30	1.36	-3.290	0.00
	Post	187	3.64	1.19		
19. If a foreigner asks a question, I can reply in English.	Pre	187	1.72	0.87	-4.780	0.00
	Post	187	2.08	0.94		
23. I can introduce me and my family in English.	Pre	187	2.98	1.39	-5.965	0.00
	Post	187	3.65	1.15		

Concerning self-efficacy perceptions about reading, Wilcoxon test results point to statistically significant change for all items but one (Table 5.46). It seems that participants' self-efficacy perception concerning reading and understanding advanced level stories (Item 9, M: 1.79-1.95) did not improve significantly ($p > 0.05$). Yet, it can be said that overall self-efficacy perceptions about reading improved significantly. Thus, it can be said that the elementary level reading passages and dialogues in the support pack of the podcasts effected students' reading self-efficacy positively.

Table 5.46 English Self-Efficacy Perceptions Concerning Reading

ITEMS	Pair	N	Mean	SD	Z	P
9. I can read and understand advanced level stories.	Pre	187	1.79	1.04	-1.725	0.08
	Post	187	1.95	0.88		
14. I can read and understand easy stories.	Pre	187	2.43	1.32	-5.253	0.00
	Post	187	2.97	1.27		
18. I can read and understand unabridged English texts and newspaper columns.	Pre	187	1.93	1.06	-4.418	0.00
	Post	187	2.35	1.14		
22. I can read and understand simple English dialogues.	Pre	187	3.01	1.37	-5.408	0.00
	Post	187	3.56	1.18		

Table 5.47 English Self-Efficacy Perceptions Concerning Writing

ITEMS	Pair	N	Mean	SD	Z	p
11. I can write about an event that I have experienced.	Pre	187	1.82	1.07	-4.841	0.00
	Post	187	2.17	1.08		
13. I am very confident about writing in English; I can write long and detailed passages.	Pre	187	1.65	0.86	-2.784	0.01
	Post	187	1.89	0.87		
16. If I had a pen pal, I could write him/her a short letter and introduce myself.	Pre	187	2.82	1.43	-4.519	0.00
	Post	187	3.30	1.30		
21. I can do written chat with foreigners.	Pre	187	1.99	1.23	-4.063	0.00
	Post	187	2.33	1.21		
24. If the teacher says a sentence in English, I can write it correctly.	Pre	187	2.45	1.19	-6.328	0.00
	Post	187	3.03	1.22		

Self-efficacy perceptions concerning writing improved significantly, as well (Table 5.47). The significant change was observed for all items ($p < 0.05$). Pretest and posttest mean scores given in Table 5.47 show that the change was in the positive

direction. This significant change is perceived to be due to the writing tasks in the support packs of the podcasts.

Table 5.48 English Self-Efficacy Perceptions Concerning Motivation and Expectations

ITEMS	Pair	N	Mean	SD	Z	p
1. I have got a special ability for learning English.	Pre	187	2.52	0.99	-1.279	0.20
	Post	187	2.65	1.23		
3. I am sure I can solve any problems I face in learning English.	Pre	187	3.82	0.96	-3.011	0.00
	Post	187	3.55	1.00		
4. I'm satisfied with my current level of English proficiency.	Pre	187	1.78	1.01	-5.239	0.00
	Post	187	2.25	1.02		
5. I'm sure that I can improve my English by trying more.	Pre	187	3.91	1.02	-.978	0.33
	Post	187	3.87	0.97		
6. If I do not do well in this lesson, it is only because I do not exert enough effort.	Pre	187	3.82	1.26	-.486	0.63
	Post	187	3.87	1.16		

Table 5.48 shows that participants' motivation and expectation did not improve significantly for all items except Item 4, which is about current level of English proficiency. Results for Item 4 indicate a positive significant change ($p < 0.05$). Actually, results for Item 3 also show a significant difference, but the difference was not in a positive direction (M: 3.82-3.55; $p < 0.05$).

5.6.2 Comparative Analysis of the First and Second Rounds of Semi-Structured Interviews regarding Self-Efficacy Perceptions

Self-efficacy related qualitative data obtained from the first and second round of semi-structured interviews were coded and codes that formed categories and frequencies for each category were presented in the same table. The aim was to see the results for both rounds of interviews together and thus compare them more easily.

Theme 5: Self-efficacy perception of current level in English

Analysis of categories under the fifth theme, which is about perceptions of English proficiency, and frequencies for each category show that participants were more satisfied with their level of proficiency at the end of the podcast-based program than they were at the beginning (Table 5.49). Five participants had very poor perceptions about their proficiency and six participants had poor perceptions in the first round of interviews, whereas the total number of participants whose perceptions were either good or somewhat good was 15 out of 16 in the second round.

Table 5.49 Number of participants and frequencies by categories for Theme 5 in Interview 1 and Interview 2

Theme 5	**Interview 1**			**Interview 2**		
	Categories	**n***	**f****	**Categories**	**n**	**f**
Self-efficacy: Current level in English	Very poor	5	7	Good	10	15
	Poor	6	9	Somewhat good	5	5
	Somewhat good	5	7	Poor	3	3
				Somewhat poor	2	2
				Very good	2	2
	Total	**16**	**23**	**Total**	**22**	**27**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Moreover, two participants expressed very good self-efficacy perceptions concerning English proficiency in the second round. On the other hand, only five participants expressed either poor or somewhat poor perceptions concerning certain skills in the second round compared to 11 students who expressed negative perceptions in the first round. These results are confirmed by quantitative results for Item 4 in Table 5.48.

Theme 6: Self-efficacy perception of talent

It is quite interesting to find out that both the categories and related frequencies were exactly the same for both rounds of interviews (Table 5.50). This means that

participants' self-efficacy perceptions concerning talent did not change at all. This finding is also in line with the results for Item 1 in Table 5.48.

Table 5.50 Number of participants and frequencies by categories for Theme 6 in Interview 1 and Interview 2

Theme 6	Interview 1			Interview 2		
	Categories	**n***	**f****	**Categories**	**n**	**f**
Self-Efficacy: Talent	Talented	6	6	Talented	6	6
	Do not believe in talent	5	5	Don't believe in talent	5	5
	Not talented	3	3	Not talented	3	3
	Not sure	2	2	Not sure	2	2
	Total	**16**	**16**	**Total**	**16**	**16**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Theme 7: Self-efficacy perception of expectation and motivation

Table 5.51 on next page shows that participants' expectation and motivation concerning learning English tended to increase. Nine participants had high expectation and motivation and seven participants had somewhat high expectation and motivation after the treatment, whereas six participants' expectation and motivation was high and other six participants' expectation and motivation was somewhat high before the treatment. Although six participants had low expectation and motivation before the program, only three participants had low expectation and motivation after the program. Also, two participants reported that they were not sure about their expectation and motivation. This improvement in expectation and motivation is partially verified with the results of Item 4 in Table 5.48.

Table 5.51 Number of participants and frequencies by categories for Theme 7 in Interview 1 and Interview 2

Theme 7	Interview 1			Interview 2		
	Categories	**n***	**f****	**Categories**	**n**	**f**
Self-Efficacy: Expectation and motivation	High	6	13	High	9	20
	Low	6	12	Somewhat high	7	11
	Somewhat high	6	8	Low	3	9
	Somewhat low	4	6	Not sure	2	3
	Total	**22**	**39**	**Total**	**21**	**43**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

5.7. Research Question 7

What are the students' perceptions and feelings concerning using podcasts as language learning objects and aids?

5.7.1. Findings from the Podcast Evaluation Form

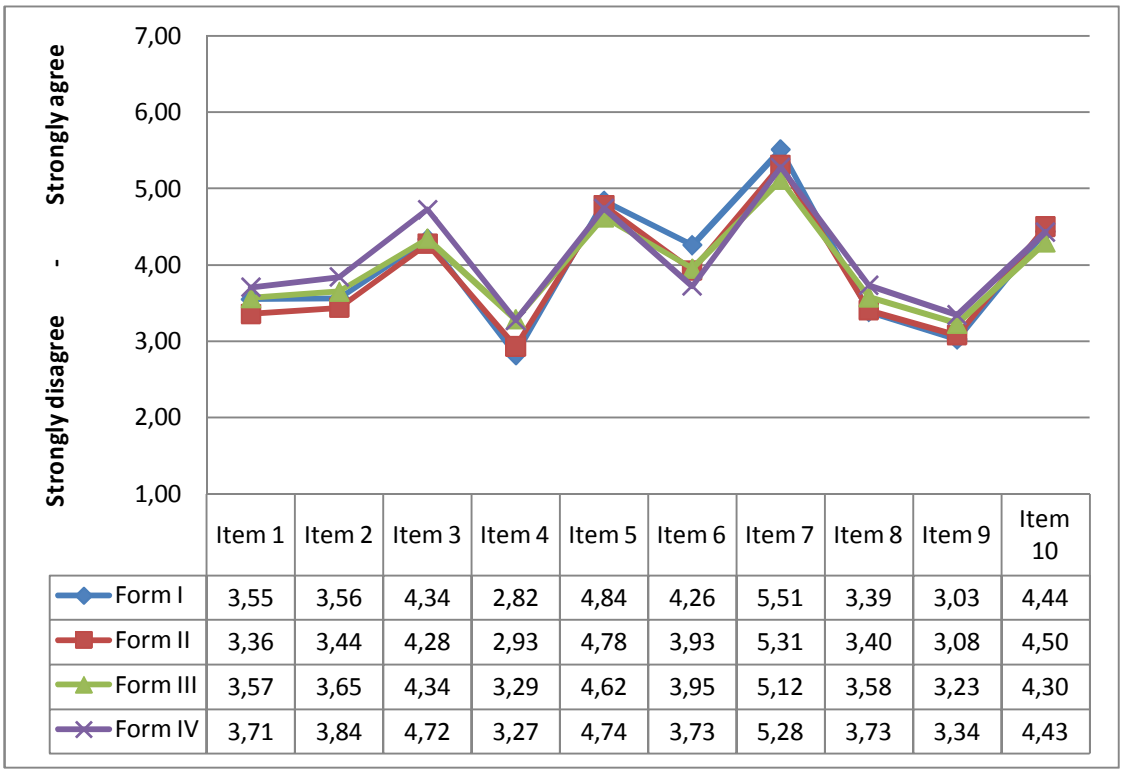
The participants (n: 187) were given the Podcast Evaluation Form four times during the course as was explained earlier in Chapter 3. The form included three sections: Perceptions and feelings concerning podcasts and podcast-based course, perceptions concerning the usefulness of podcasts, and perceptions concerning the usefulness of podcast-based tasks. Data collected through the Podcast Evaluation Form were processed and percentage, mean score and standard deviation for each item were computed and tabulated to foster analysis.

Table 5.52 Percentage, mean and standard deviation values for participants' perceptions concerning podcasts and podcast-based course

ITEMS	1	2	3	4	5	6	7	M	SD
	SD						SA		
1. I'm satisfied with my performance in this lesson.	23.90	6.12	10.95	30.73	13.37	8.11	6.83	3.55	1.84
2. I was very relaxed when listening to the podcast this week.	20.23	9.61	14.49	25.25	12.05	10.33	8.03	3.62	1.86
3. The course was enjoyable this week.	12.00	5.43	10.00	23.57	17.29	13.57	18.14	4.42	1.89
4. After listening to podcasts this week. I felt competent.	30.12	10.37	15.42	22.77	12.54	4.76	4.03	3.08	1.76
5. Activities in this course were very useful.	8.12	4.49	7.83	24.20	18.26	13.77	23.33	4.75	1.81
6. I tried hard to be successful this week.	14.96	7.63	11.22	30.50	13.96	10.50	11.22	3.97	1.83
7. I think listening to podcasts is important, for they can improve my English.	7.97	3.98	4.13	14.94	14.08	12.09	42.82	5.31	1.92
8. I was very relaxed when joining the course activities.	23.84	8.38	14.60	25.29	10.98	6.50	10.40	3.52	1.93
9. While joining the activities, I felt I was doing what I like doing.	28.59	9.05	17.53	22.13	12.64	4.74	5.32	3.17	1.79
10. I joined the activities in the lesson just because I wanted to.	16.74	4.47	7.79	22.37	13.71	9.81	25.11	4.42	2.09

Analysis of participants' responses to items concerning their perceptions about podcasts and podcast-based course clearly shows that participants had somewhat positive perceptions during the course (Table 5.52). The least positive perceptions were reported for Item 4, which run as "After listening to podcasts this week, I felt competent" (M: 3.08), whereas the most positive perceptions were about the item suggesting that they think listening to podcasts is important, for they can improve their English (Item 7, M: 5.31).

A comparison of results collected from each of four applications of the Podcast Evaluation Form is given in Figure 5.1. As is clearly seen in the figure, responses given for each of ten items were parallel in all four forms. This means that participants' perceptions and feelings about podcasts and related tasks did not change much during the course. Figure 5.1 also verifies that participants had average perceptions and feelings, and that they had the lowest mean score for Item 4 and the highest mean score for Item 7.



	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
Form I	3,55	3,56	4,34	2,82	4,84	4,26	5,51	3,39	3,03	4,44
Form II	3,36	3,44	4,28	2,93	4,78	3,93	5,31	3,40	3,08	4,50
Form III	3,57	3,65	4,34	3,29	4,62	3,95	5,12	3,58	3,23	4,30
Form IV	3,71	3,84	4,72	3,27	4,74	3,73	5,28	3,73	3,34	4,43

Figure 5.1 Participants' perceptions and feelings concerning podcasts and related activities during the course

Participants were asked to express their perceptions concerning the usefulness of podcasts on a scale from 1 to 10, with 1 meaning "absolutely useless" and 10 meaning "absolutely useful" (Table 5.53). They evaluated the usefulness of podcasts for speaking, listening, vocabulary, self-confidence, motivation, and participation separately.

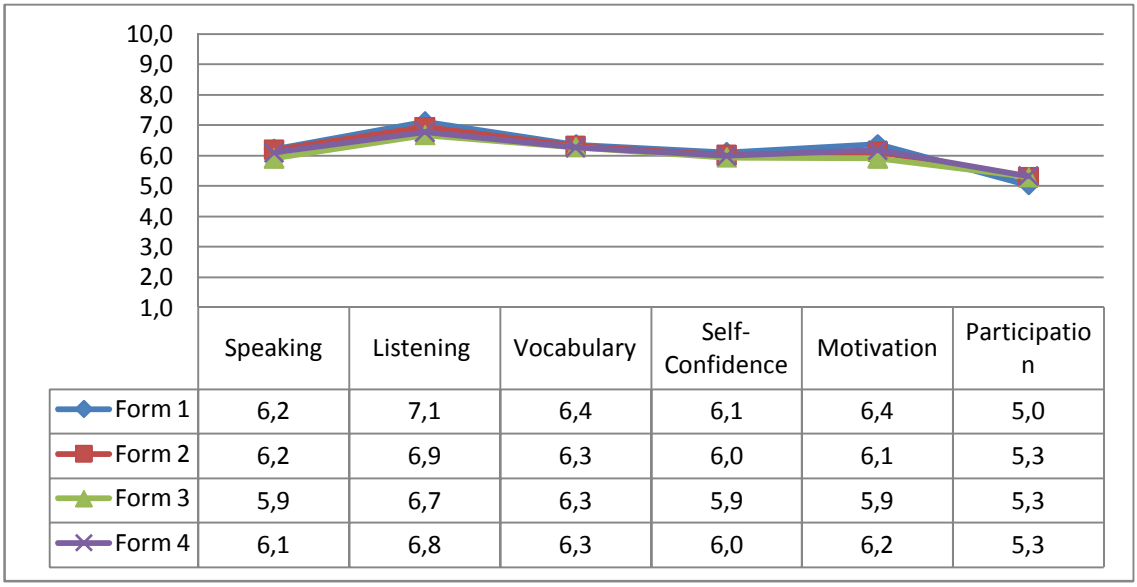
Results for participants' perceptions concerning the usefulness of podcasts show that they tended to have fairly positive perceptions (Table 5.53). That is, participants believed that podcasts were somewhat useful for speaking, listening, vocabulary, self-

confidence, motivation, and participation. Mean scores for all items but one were above 6, which can be taken as a fairly positive level of perceptions. The least positive perception was about participation (M: 5.23), whereas the highest one was about listening (M: 6.88), which means that participants believed that repetitive listening of podcast had the lowest positive effect on class participation and the highest positive effect on improving listening comprehension.

Table 5.53 Perceptions Concerning the Usefulness of Podcasts

ITEMS	1	2	3	4	5	6	7	8	9	10	M	SD
	Absolutely Useless									Absolutely Useful		
Speaking	11.87	4.29	6.15	7.44	15.16	8.01	8.73	11.02	4.72	22.60	6.10	3.04
Listening	6.75	2.16	6.32	3.88	12.50	8.91	11.21	12.93	9.34	26.01	6.88	2.79
Vocabulary	8.33	3.02	6.75	8.05	13.22	12.07	10.63	9.91	9.20	18.82	6.30	2.81
Self-Confidence	11.03	3.58	6.45	10.17	13.47	10.60	8.17	11.75	7.31	17.48	6.01	2.91
Motivation	10.68	3.75	6.35	7.79	12.70	12.55	8.95	8.66	9.81	18.76	6.15	2.93
Participation	17.12	6.76	8.35	10.07	13.81	8.35	8.78	7.63	5.90	13.24	5.23	3.02

Figure 5.2 visualizes mean scores for the data collected from four different administrations of the Podcast Evaluation Form together to compare the results. It is clearly seen that results from all four forms overlap for all categories. Therefore, it is possible to infer that participants' perceptions and feelings concerning the usefulness of podcast for speaking, listening, vocabulary, self-confidence, motivation, and participation did not change much over time. It is also clearly seen that participants had above-average perceptions and feelings concerning the usefulness of podcasts, and that they had the lowest mean score for participation and the highest mean score for listening.



	Speaking	Listening	Vocabulary	Self-Confidence	Motivation	Participation
Form 1	6,2	7,1	6,4	6,1	6,4	5,0
Form 2	6,2	6,9	6,3	6,0	6,1	5,3
Form 3	5,9	6,7	6,3	5,9	5,9	5,3
Form 4	6,1	6,8	6,3	6,0	6,2	5,3

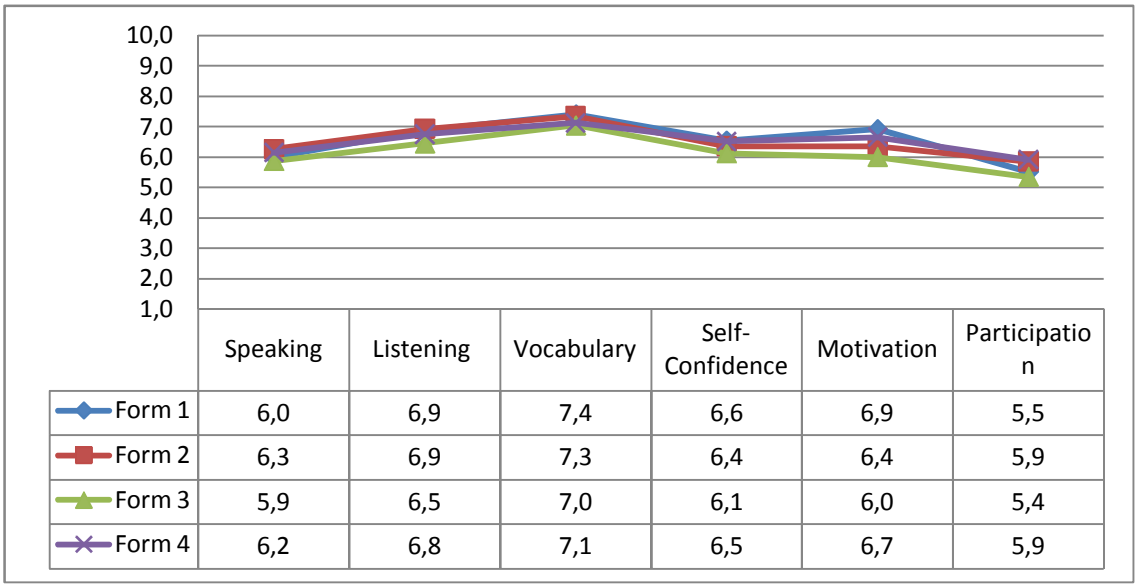
Figure 5.2 Participants' perceptions and feelings concerning usefulness of podcasts during the course

The Podcast Evaluation Form included a section that was about participants' perceptions concerning the usefulness of podcast-based tasks, as well. Results for this section are given in Table 5.53. It is evident that participants had fairly positive perceptions about the usefulness of podcast-based tasks. In other words, participants believed that podcast related tasks were quite useful for speaking, listening, vocabulary, self-confidence, motivation, and participation. Mean scores for all categories except participation were above 6. The least positive perception was about participation (M: 5.66), while the highest one was about vocabulary (M: 7.23). Thus, it can be commented that participants had highly positive perceptions concerning the effect of podcast-based task on learning new vocabulary.

Table 5.54 Perceptions Concerning the Usefulness of Podcast-based Tasks

ITEMS	1	2	3	4	5	6	7	8	9	10	M	SD
	Absolutely Useless									Absolutely Useful		
Speaking	9.30	3.60	7.35	8.25	14.69	12.14	9.00	11.99	6.90	16.79	6.07	2.81
Listening	5.12	2.11	5.42	7.08	12.05	10.54	13.10	14.46	10.39	19.73	6.76	2.60
Vocabulary	4.10	1.97	4.70	6.68	10.17	8.50	8.80	13.51	13.35	28.22	7.23	2.64
Self-Confidence	8.14	2.71	6.49	8.90	12.97	9.95	9.35	11.31	11.31	18.85	6.40	2.82
Motivation	7.60	2.13	6.99	8.51	11.85	10.33	10.18	10.94	12.01	19.45	6.50	2.80
Participation	13.85	5.54	7.23	10.92	11.54	8.46	10.15	8.77	8.92	14.62	5.66	3.01

Figure 5.3 illustrates mean scores for participants' perceptions of the usefulness of podcast-based tasks for speaking, listening, vocabulary, self-confidence, motivation, and participation. Mean scores for each form were given together to compare the results easily. It is obvious that results of all four forms are very similar for all categories. This means that participants' perceptions and feelings concerning the usefulness of podcast-based tasks did not change over time. Also, participants had above-average perceptions and feelings concerning the usefulness of podcast-related tasks, and they had the lowest mean score for participation and the highest mean score for learning vocabulary.



	Speaking	Listening	Vocabulary	Self-Confidence	Motivation	Participation
Form 1	6,0	6,9	7,4	6,6	6,9	5,5
Form 2	6,3	6,9	7,3	6,4	6,4	5,9
Form 3	5,9	6,5	7,0	6,1	6,0	5,4
Form 4	6,2	6,8	7,1	6,5	6,7	5,9

Figure 5.3 Participants' perceptions and feelings concerning usefulness of podcast-based tasks during the course

5.7.2 Findings from the Second Round of Interviews regarding Participants' Perceptions and Feelings about Podcasts and related Tasks

Analysis of the second round of interviews produced themes that were about not only language learning beliefs and self-efficacy perceptions but also perceptions and feelings about podcasts and related tasks. Frequencies and percentages for the categories under each theme were computed and tabulated in order to gain a deeper understanding of participants' feelings and perceptions concerning podcasts, facilitate further elucidation of data collected with the Podcast Evaluation Form and accomplish a certain triangulation of quantitative data.

Theme 8: The role of podcasts in language learning

Analysis of frequencies in Table 5.55 shows that most of participants had positive perceptions and feelings concerning the role of podcasts in foreign language learning. 46 expressions by twelve participants implied that participants found podcasts effective, and 16 expressions by ten participants were interpreted as pertaining to their finding them somewhat effective. Five participants agreed that podcasts were very effective, while only four participants said that they were not effective. Thus, it can be argued that participants' perceptions and feelings concerning the usefulness of podcasts in foreign language learning were generally positive, which is a finding that confirms the findings in Table 5.54 and Figure 5.3.

Table 5.55 Frequencies and Ratios by Categories under Theme 8 of Second Round of Interviews

Theme 8	**Categories**	**Participants**		**f****	**%**
		n*	**%**		
The role of podcasts in language learning	Effective	12	38.7	46	63.9
	Somewhat effective	10	32.3	16	22.2
	Very effective	5	16.1	6	8.3
	Not effective	4	12.9	4	5.6
	Total	**31**	**100**	**72**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

The extracts below show how participants believed that the podcasts they listened to were effective for foreign language learning in different ways:

> *"Well, for example words have already begun to take root. When a word is said, you can say that this word will follow. You learn how to pronounce it yourself."* (Interview 2, Participant 1)

> *"I think [they are] fairly effective on speaking, because now we can comprehend the pronunciation of words."* (Interview 2, Participant 2)

> *"[They are effective] on listening, for example when I listened to a song I couldn't catch the words, but now I can."* (Interview 2, Participant 5)

"There were chunks; I could remember them [after listening]" (Interview 2, Participant 9)

"After listening to podcasts, I felt that we can learn English better. I think podcasts are very useful." (Interview 2, Participant 13)

Theme 9: The effect of podcasts on self-confidence in language learning

Sixteen expressions by twelve participants were found out to be related to the effect of podcasts on self-confidence in language learning (Table 5.56). It was evident that nine participants had positive views and three participants had somewhat positive views about the effect of podcasts on self-confidence in language learning. This finding, too, is well supported with the findings in Table 5.54 and Figure 5.3.

Table 5.56 Frequencies and Ratios by Categories under Theme 9 of Second Round of Interviews

Theme 9	**Categories**	**Participants**		**f****	**%**
		n*	**%**		
The effect of podcasts on self-confidence in language learning	Positive	9	75	12	75
	Somewhat positive	3	25	4	25
	Total	**12**	**100**	**16**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Concerning the effect of podcasts on self-confidence in language learning, one participant said:

"Compared to the beginning of the term, that is, towards the end of the term it [listening to podcasts] affected my self-confidence more positively. Now I believe that I can really learn [English] at a certain level." (Interview 2, Participant 7)

Theme 10: Difficulties encountered when learning English with podcasts

The tenth item that emerged from the analysis of qualitative data was about the difficulties encountered when learning English with podcasts, a topic not covered in the Podcast Evaluation Form. Table 5.57 presents categories under the tenth item and frequencies for the categories.

Table 5.57 Frequencies and Ratios by Categories under Theme 10 of Second Round of Interviews

Theme 10	Categories	Participants		f**	%
		n*	%		
Difficulties encountered when learning English with podcasts	Fast speech	6	46.2	6	46.2
	Unintelligible explanations	4	30.8	4	30.8
	Long podcasts***	3	23.1	3	23.1
	Total	**13**	**100**	**13**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students, ***Each podcast was about 24 minutes.

Six participants believed that the pace of the speech in podcasts was fast, and four participants had trouble with unintelligible explanations. Moreover, three participants thought that podcasts were long.

Theme 11: Amount of listening

Amount of listening was another theme that participants talked about in second round of interviews. Table 5.58 shows that eight participants listened to each podcast less than five times and three participants listened to each podcast 10 to 11 times. Three participants reported that they listened to podcasts somewhat frequently (5-10 times), whereas two participants claimed that they listened to them very frequently (more than 15 times). It is clear that most of the participants did not listen to podcasts frequently.

Table 5.58 Frequencies and Ratios by Categories under Theme 11 of Second Round of Interviews

Theme 11	Categories	Participants		f**	%
		n*	%		
Amount of listening	Few repetitions (Less than 5)	8	53.3	8	53.3
	Frequent (10-15)	3	20	3	20
	Somewhat frequent (5-10)	3	13.3	3	13.3
	Very frequent (More than 15)	2	13.3	2	13.3
	Total	**16**	**100**	**16**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Theme 12: Factors affecting amount of listening

Participants were asked a probing question about the factors that affected the amount of listening they did. Six participants replied that they did not do enough repetitions because of other courses, while two participants asserted that insufficient listening was due to lack of motivation (Table 5.59). Four expressions by three participants implied that they did few repetitions because of their aversion for podcasts. Other factors that were claimed to be affecting the amount of listening by two participants were lack of concentration, holidays, and exams. Categories such as "other courses", "lack of concentration", "holidays" and "exams" seem to be connoting to lack of time or insufficient time. Nevertheless, they were categorized separately so as to illustrate the factors affecting the amount of listening more clearly.

Table 5.59 Frequencies and Ratios by Categories under Theme 12 of Second Round of Interviews

Theme 12	Categories	Participants		f**	%
		n*	%		
Factors affecting amount of listening	Other courses	6	35.3	7	29.2
	Lack of motivation	2	11.8	5	20.8
	Aversion	3	17.6	4	16.7
	Lack of concentration	2	11.8	4	16.7
	Holidays	2	11.8	2	8.3
	Exams	2	11.8	2	8.3
	Total	**17**	**100**	**24**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

Indicating the factors that prevented them from listening more or doing more repetitions, two participants said:

> *"We had exams, two midterms and one final. Therefore, we had no time [to listen to podcasts more]."* (Interview 2, Participant 1)

> *"Other courses are more important."* (Interview 2, Participant 10)

Theme 13: Evaluations and views concerning podcasts that were covered by the program

The 13th theme that participants talked about in the second round of interviews was related to their evaluations and views concerning podcasts that were covered by the program (Table 5.60). Seven participants found them interesting, while six participants said they were good. Moreover, six participants expressed that they were up to date. As for negative evaluations, six participants reported that they were long, while six participants found them fast. Also, two participants stated that the podcasts they listened to were difficult to understand.

Table 5.60 Frequencies and Ratios by Categories under Theme 13 of Second Round of Interviews

Theme 13	**Categories**	**Participants**		**f****	**%**
		n*	**%**		
Evaluations and views concerning podcasts that were covered by the program	Interesting	7	21.2	10	26.3
	Good	6	18.2	7	18.4
	Up to date	6	18.2	6	15.8
	Long***	6	18.2	6	15.8
	Fast	6	18.2	6	15.8
	Difficult	2	6.1	3	7.9
	Total	**33**	**100**	**38**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students, ***Each podcast was about 24 minutes.

Theme 14: Suggestions for podcast-based language instruction

During the interviews, participants made some suggestions for podcast-based language instruction to be more effective (Table 5.61). Fifteen participants reiterated seventeen times that more repetitions outside the classroom would be more effective. Moreover, four participants mentioned the need for more listening, which could be combined with the category of more repetitions. Three participants said that it would be better if the teacher taught more grammar. Three participants proposed more explanations of podcasts by the teacher, while two students believed that the teacher should have motivated the students more. Finally, two participants suggested that translating the transcripts of podcasts would be beneficial for learning English.

Table 5.61 Frequencies and Ratios by Categories under Theme 14 of Second Round of Interviews

Theme 14	**Categories**	**Participants**		**f****	**%**
		n*	**%**		
Suggestions for podcast-based language instruction	More repetitions	15	50	17	51.5
	More listening	4	13.3	4	12.1
	Grammar teaching	3	10	4	12.1
	More explanations by teacher	3	10	3	9.1
	Motivation	3	10	3	9.1
	Translation	2	6.7	2	6.1
	Total	**30**	**100**	**33**	**100**

* n: number of participants that mentioned each category at least once, **f: frequency of times that each category was mentioned by different students

5.8. Summary

Findings of descriptive and comparative analyses of collected data were reported in this chapter. The chapter covered descriptive analyses of the BALLI and the English Self-Efficacy Scale and qualitative analysis of semi-structured interview data to answer the first, second, fourth and fifth research questions, respectively. Data collected from the first and second applications of the BALLI, the English Self-Efficacy Scale, and two rounds of interviews were analyzed comparatively by running Wilcoxon signed-rank

test to answer the third and sixth research questions, respectively. Analyses of responses to BALLI items were based on Horwitz's original grouping of five major areas. Categories defined by Horwitz were foreign language aptitude, difficulty of language learning, the nature of language learning, learning and communications strategies, and motivation and expectation. Analysis of English Self-Efficacy Scale focused on five main domains: listening, speaking, reading, writing, and motivation and expectations. Finally, descriptive analysis of data collected through the Podcast Evaluation Form was accomplished and related findings were reported to answer the seventh research question. Results for all research questions were compared and complemented with results from analysis of interview data.

Students had various remarkable beliefs about language learning on entry into podcast-based language learning program (Research Question # 1). For instance, they seemed to have both parallel and contradicting views regarding foreign language aptitude. Most of them were of the opinion that it is easier for children than adults to learn a foreign language, which means that they were aware of the difficulties entailed in learning a foreign language as young adults. However, more than half of them did not believe that some people have a special ability for learning foreign languages. Also, despite the fact that they opposed the idea of some people having a special ability, most of them claimed that they had a special ability for language learning. Analysis of responses to the items related to the difficulty of language learning revealed that a large number of students believed that some languages are easier to learn than others. Relatively fewer students thought that English is an easy language compared to those who reported that they believe it is difficult and a great majority of students did not believe that they would learn English very well. In the area concerning the nature of language learning, participants tended to disregard the importance of knowing about English-speaking cultures for learning English. There seems to be a consensus on the importance of learning English in an English-speaking country, and learning vocabulary and grammar. Also, almost half of all participants seemed to believe that "the most important part of learning English is learning how to translate from Turkish to English". As for beliefs about learning and communication strategies, most of the participants were of the opinion that "it is important to speak English with an excellent pronunciation", whereas they did not agree that "you shouldn't say anything in English until you can say it correctly". However, they did not seem to be eager to practice with

native speakers. It was also clearly demonstrated that they "feel timid speaking to others in English". Less than half of participants agreed that "it is important to practice with cassettes or tapes". The ratio of those who feel uncertain about the role of practice with cassettes and tapes was 37.36 %, which is quite high. Motivation and expectations of students seemed to be quite low. Although a total of 64.68 % of participants were of the opinion that "Turkish people perceive speaking English as important", a majority of them seemed to have rather low motivation and expectations about learning English.

Data from the second administration of BALLI and the second round of interviews were analyzed to find out what language learning beliefs students had after the podcast-based language learning program (Research Question # 2). Analysis of participants' responses to BALLI items concerning beliefs about foreign language aptitude revealed that most students agree with the assertions that "it is easier for children than adults to learn a foreign language" and that "they have a special ability for learning foreign languages". Participants had relatively positive views about the statements that "Turkish people are good at learning foreign languages", that "it is easier for someone who already speaks a foreign language to learn another one", and that "people who speak more than one language are very intelligent". Analysis of BALLI items about the difficulty of language indicated that most participants accepted that "some languages are easier to learn than others". As for the opinions about the difficulty of English, more than half of the participants believe that "English is a language of medium difficulty". A more striking finding is that a total of 62.85 % of participants do not believe that they "will learn to speak English very well". Concerning the nature of language learning, many of the participants tended to be unaware of the importance of knowing about English-speaking cultures in order to speak English. Similarly, many participants believed that "the most important part of learning a foreign language is learning vocabulary and grammar". Results for learning and communication strategies verified that most of the participants did not believe that "you shouldn't say anything in English until you can say it correctly", that "you can guess if you don't know a word in English," and that "it is important to repeat and practice a lot." Also, most participants believed that "it is important to speak English with an excellent pronunciation" and that they "feel timid while speaking English with other people". As for motivation and expectations domain of beliefs, participants seemed to be not so much motivated about having better opportunities for a job and having friends who are

native speakers of English. Participants had somewhat high motivation and expectations about speaking English and learning English so that they can get to know native speakers of English and their cultures better.

Wilcoxon signed-rank test was run to see whether or not there was any difference between students' beliefs about language learning before and after using podcasts as language learning objects and aids (Research Question # 3). Concerning participants' beliefs about foreign language aptitude, Wilcoxon test results showed that there was no significant difference between pre-test and post-test BALLI results. The only positive change occurred in students' beliefs about the assertion that "some people have a special ability for learning foreign languages." This finding was inconsistent with interview data. Concerning language aptitude, no significant difference was observed between beliefs about the assertions that "some languages are easier to learn than others", that they "believe they will learn to speak English very well", and that "it is easier to read and write English than to speak and understand it." Wilcoxon test results indicated that there was a significant difference between participants' perceptions about difficulty of English and about the time necessary for learning to speak English very well. Test results also showed that participants became more confident about listening and speaking. As for participants' beliefs about the nature of language learning, there was a significant change in beliefs about all but two items. The participants' views about the importance of knowing about English-speaking cultures and translation from Turkish to English did not change significantly. However, there was a statistically significant change in the beliefs about the propositions that "it is best to learn English in an English-speaking country," that "the most important part of learning a foreign language is learning vocabulary words," and that "the most important part of learning a foreign language is learning the grammar." Concerning beliefs about learning and communication strategies, there was a significant change in participants' beliefs about repetition and practice and practicing English with the native speakers of English. No significant change was observed in participants' views concerning pronunciation and practicing with cassettes or tapes. However, qualitative analysis of interview data verified that participants emphasized the importance of listening. No statistically significant change was observed in the participants' beliefs about correct pronunciation and guessing meaning of words from contexts. Students' beliefs about feeling timid when speaking English and making errors did not change significantly,

either. Concerning motivation and expectation, test results reflected a significant improvement due to the podcast-based language learning program. There was a positive change in participants' intrinsic motivation to learn English and thus know native speakers of English and their cultures better, to learn to speak English well, and to have friends who are native speakers of English.

Participants were given the English Self-Efficacy Scale to collect quantitative data about their self-efficacy perceptions at the beginning of the podcast-based language learning program (Research Question # 4). Descriptive analysis of results about English self-efficacy perceptions concerning listening showed that before the program nearly all participants had very poor self-efficacy perceptions about understanding what they hear in English. Also, participants' self-efficacy perceptions of speaking in English were somewhat low. Most of the participants had poor self-efficacy perceptions concerning reading unabridged English texts. More than half of participants had high self-efficacy about reading and understanding simple English dialogues and easy stories. Most of participants tended to have had poor self-efficacy concerning writing before the program. On the other hand, it was clear that most participants had high motivation and expectations about learning English, but were not satisfied with their language learning ability and level of proficiency before learning English with podcasts.

Participants were given the English Self-Efficacy Scale for the second time at the end of the program to collect quantitative data about their self-efficacy perceptions at the end of the podcast-based language learning program (Research Question # 5). Analysis of participants' self-efficacy perceptions concerning listening showed that participants had somewhat low self-efficacy about advanced listening tasks, but high self-efficacy concerning easier tasks. Moreover, participants tended to have higher self-efficacy perceptions concerning speaking compared to listening. Especially, self-efficacy perceptions about relatively easy speaking tasks such as talking to a foreigner and introducing oneself and introducing oneself and one's family tended to be positive. More than half of the participants had low self-efficacy perceptions concerning reading and understanding advanced level stories and unabridged English texts. Yet, participants had high self-efficacy perceptions concerning easier reading tasks such as reading and understanding simple English dialogues and easy stories. Similarly, writing-related self-efficacy perceptions of the participants tended to be somewhat

positive for relatively easy writing tasks such as writing a short letter to a pen pal and introduce oneself and writing a sentence said by the teacher. However, results showed that more than half of participants had poor self-efficacy for more difficult tasks such as writing about an event that they had experienced, writing long and detailed passages in English, and doing written chat with foreigners. Results of the second administration of the English Self-Efficacy Scale also revealed that participants' motivation and expectations were quite high after the treatment.

Comparative analysis of English Self-Efficacy Scale data and interview data proved that participants' self-efficacy perception of learning English changed significantly for most domains owing to the course that was based on repetitive listening of language podcasts and doing related tasks (Research Question # 6). Wilcoxon test results showed that there was a statistically significant difference in participants' perceptions of their listening comprehension skills, speaking, and reading. However, participants' self-efficacy perception concerning reading and understanding advanced level stories did not improve significantly. Self-efficacy perceptions concerning writing improved significantly, as well. On the other hand, participants' motivation and expectation did not improve significantly for all items except Item 4, which is about current level of English proficiency.

Finally, analysis of data collected with the Podcast Evaluation Form and the second round of interviews revealed that students had generally positive perceptions and feelings about using podcasts as language learning objects and aids (Research Question # 7). Most participants believed that they were interesting, up to date and effective for learning English. However, it was also found out that more than half of the participants did rather few repetitions because of various factors such as other courses (lack of time), lack of motivation and aversion for listening and understanding podcasts, which they had never listened to before.

CHAPTER 6

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

6.0. Introduction

This mixed method study described the language learning beliefs and self-efficacy perceptions of first-year Turkish university students engaged in learning English as a foreign language. It focused on beliefs and self-efficacy perceptions they held before and after using podcasts as language learning objects for twelve weeks, and compared the results to find out whether there was a significant change. It also focused on the description of participants' views and feelings concerning podcasts and related tasks that were covered by the program. In order to investigate learners' self-efficacy perceptions of and beliefs about foreign language learning, Turkish versions of two questionnaires were distributed to 187 Turkish university students: the BALLI (Horwitz, 1987) to investigate language learning beliefs, and the English Self-Efficacy Scale to analyze the perceived self-efficacy of English. Both instruments were given before and after the twelve-week podcast-based language learning program. Participants also filled in the Podcast Evaluation form four times during the course to express their views and feelings about repetitive listening to podcasts doing related tasks. Sixteen participants were interviewed at the beginning and at the end of the course with the aim of triangulation and gaining deeper understanding of the process. The quantitative data were analyzed by using descriptive statistics and Wilcoxon signed rank test. The data from two rounds of interviews were analyzed through coding procedures and findings were illustrated in Chapter 5.

This final chapter presents a discussion of the findings of the study. Conclusions of the study and implications for research and pedagogy are also discussed in this chapter. Finally, it covers recommendations for future research.

6.1. Discussion

In this section, research questions are used as a framework for discussion and interpretation of findings. Data analysis and findings in Chapter 5 serve as a basis for

the interpretations of findings and implications. This section also includes comparisons of findings of the present study with those of previous research.

Research Question 1

What are the students' beliefs about language learning on entry into the podcast-based language learning program?

Quantitative and qualitative analyses showed that students hold a great diversity of beliefs about language learning on entry into podcast-based language learning program. Analyses of the BALLI data focused on five belief domains defined by Horwitz (1988), which are: foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, and motivation and expectations. Analysis of interview data generated four belief-related themes, two of which were not related to the BALLI belief dimensions. Participants tended to have both parallel and contradicting views regarding foreign language aptitude. For example, most of participants were of the opinion that it is easier for children than adults to learn a foreign language, which means that they were aware of the difficulties entailed in learning a foreign language as young adults. However, more than half of them did not believe that some people have a special ability for learning foreign languages. Also, despite the fact that they opposed the idea of some people having a special ability, most of them claimed that they had a special ability for language learning. In relation to this, Schulz (2001) asserts that culture is a determinant factor in belief variance across different learner groups. In her comparative analysis of beliefs of 607 Colombian foreign language (FL) students and 122 of their teachers and 824 U.S. FL students and 92 teachers, she observed that Columbian students and teachers favored traditional language instruction, which means grammar teaching. The present study also found that traditional language instruction or grammar was the most favored domain by participants of the study. Horwitz (1999) reviewed some BALLI studies about American learners of French, Spanish, German, and Japanese, US university instructors of French, and Korean, Taiwanese, and Turkish heritage EFL students, and discovered that examination of the responses to individual BALLI items did not yield any clear-cut cultural differences in beliefs. She attributed the differences identified in the groups to differences in learning circumstances rather than culture, adding that it seems still early

to believe that beliefs about language learning vary across cultural groups. She also believes that within-group differences concerning individual characteristics and instructional practices are likely to account for as much variation as the cultural differences. In the present study, analysis of responses to the items related to the difficulty of language learning revealed that a large number of students believed that some languages are easier to learn than others. Most students reported that they believe English is a difficult language and that they did not believe that they would learn English very well. However, the interviews with 16 students brought about a new dimension by revealing that students did not perceive language difficulty as one of the most important factors that inhibited language learning. According to students, the most important factors that inhibited language learning were teacher characteristics, lack of motivation, student characteristics, and method of teaching, respectively. Language characteristics, along with language difficulty, were mentioned by only four students as an important factor that affects foreign language learning. Three large scale studies (Horwitz, 1988; Mantle-Bromley, 1995; Kern, 1995) on learner beliefs used BALLI and found similar results for most belief dimensions except for such few domains as perceived difficulty and the nature of language learning. They stressed the versatile nature of beliefs about difficulty of language, which is also verified with repeated measures of BALLI as part of the present study.

In the area concerning the nature of language learning, participants of the present study tended to disregard the importance of knowing about English-speaking cultures for learning English. There seems to be a consensus on the importance of learning English in an English-speaking country, and learning vocabulary and grammar. Analysis of interview data also confirmed that grammar and vocabulary are the two categories that are deemed by participants to be the most important domains in language learning. The fact that 14 out of 16 participants asserted that learning and/or teaching grammar was very important in language instruction is an indication of the prevalence of grammar-based language instruction in Turkey. These results are confirmed by Bulut and Üğüten (2003) who found that students had highly positive perceptions towards grammar. Also, almost half of all participants seemed to believe that the most important part of learning English is learning how to translate from Turkish to English. Bulut and Öğüten (ibid) also observed that listening and speaking were the most enjoyable skills, which contradicts with the results of the first application of BALLI and first round of

interview. In the present study, vocabulary memorization and translation seemed to be the most important language learning domains after grammar.

Regarding the beliefs about learning and communication strategies, most of the participants were of the opinion that "it is important to speak English with excellent pronunciation", but they did not agree with the assertion that "you shouldn't say anything in English until you can say it correctly." Additionally, they did not seem to be eager to practice with native speakers. It was also clearly demonstrated that they felt timid speaking to others in English. Diab (2006) studied university students' beliefs about learning English and French and found out that "the students seemed to minimize the importance of accuracy and endorsed strategies that are commonly associated with communication-based approaches to language teaching" (p. 87). This finding seems to be contradicting with findings of the present study. Such differences in reported beliefs might be due to contextual and cultural effects. Less than half of participants agreed that it is important to practice with cassettes or tapes.

Motivation and expectations of the participants of the study seemed to be quite low. More than half of the participants were of the opinion that "Turkish people perceive speaking English as important". Yet, a majority of them seemed to have rather low motivation and expectations about learning English. Earlier studies reported high motivation and expectations for learning a foreign or second language in various groups (e.g. Diab, 2006; Hong, 2006). Low motivation and expectations may be peculiar to the specific context of the study. That is, low motivation and expectations could be due to the fact that most participants were state school graduates with negative experiences about and very poor command of English language.

Research Question 2

What language learning beliefs do students have after the podcast-based language learning program?

Data from the second administration of BALLI and second round of interviews were analyzed to find out what language learning beliefs students had after the podcast-based language learning program. Analysis of participants' responses to BALLI items concerning beliefs about foreign language aptitude revealed that most students agreed with the assertions that "it is easier for children than adults to learn a foreign language" and that they "have a special ability for learning foreign languages." Previous research reported mostly neutral views about this item (e.g. Siebert, 2000; Kim-Yoon, 2000; Diab, 2000). As for the the participants of the present study, they had relatively positive views about the statements that "Turkish people are good at learning foreign languages", that "it is easier for someone who already speaks a foreign language to learn another one", and that people who speak more than one language are very intelligent." However, analysis of second rounds of interviews showed that the most mentioned category was effort, regarding the theme about the most important factor in language learning. None of the participants mentioned aptitude/talent as an important factor. On the contrary, many of the participants said that everybody can learn a foreign language, by which they might have meant that language learning is not a matter of talent or aptitude but of effort or hard work. This seems to be contradicting with BALLI findings. The BALLI finding in this study that aptitude is an important factor in language learning is shared by Nikitina and Furuoka (2006) who conducted a study of beliefs using BALLI. Therefore, it can be said that students believed that aptitude is important and that interview data are not falsifying this finding, but rather complementing it by adding a dimension that is not covered by BALLI.

Quantitative analysis about the difficulty of language showed that most participants believed that some languages are easier to learn than others. As for the opinions about the difficulty of English, more than half of the participants believe that English is a language of medium difficulty. A more striking finding is that more than half of participants did not believe that they would learn to speak English very well, which means that they had low expectations about learning English. These results are in line with those of a study by Siebert (2003).

Concerning the nature of language learning, many of the participants tended to be unaware of the importance of knowing about English-speaking cultures in order to speak English. Similarly, many participants believed that the most important part of

learning a foreign language is learning vocabulary and grammar. Analyses of data from the second round of interviews produced similar results. These findings can be taken as signs of misconceptions or detrimental beliefs, because it is known that students can utilize an effective meaning system to express what they have to say even if their grammar and lexis knowledge is very poor (Leaver and Kaplan, 2004). Horwitz (1988) and Lee (2003) lend support that leaner beliefs can be detrimental. However, results for learning and communications strategies in the present study indicated that learners also had positive views, verifying that most of the participants did not believe that "you shouldn't say anything in English until you can say it correctly", that "you can guess if you don't know a word in English," and that "it is important to repeat and practice a lot." Also, most participants believed that "it is important to speak English with excellent pronunciation" and that they "feel timid while speaking English with other people."

Unlike earlier studies about beliefs of students with diverse cultural background (e.g. Kim-Yoon, 2000; Devoid, 2007; Stutzman, 2007), the present study identified that first-year Turkish university students had low motivation and expectations for language learning. This might be due to negative experiences about language instruction in Turkey and low expectancy for using English in the future. Participants seemed to be not so much motivated about having better opportunities for a job and having friends who are native speakers of English. Participants had somewhat high motivation and expectations about speaking English and learning English so that they can get to know native speakers of English and their culture better.

Research Question 3

Is there any difference between students' beliefs about language learning before and after using podcasts as language learning objects and aids?.

Data from the first and second rounds of interviews were analyzed comparatively and pretest and posttest data were compared with Wilcoxon signed-rank test to find out whether there was any difference between students' beliefs about language learning before and after using podcasts as language learning objects and aids. Concerning participants' beliefs about foreign language aptitude, Wilcoxon test results showed that there was no significant difference between pre-test and post-test BALLI

results. The only positive change occurred in students' beliefs about the assertion that some people have a special ability for learning foreign languages. This finding was inconsistent with interview data. Concerning language aptitude, no significant difference was observed between beliefs about the assertions that some languages are easier to learn than others, that they believe they "will learn to speak English very well," and that "it is easier to read and write English than to speak and understand it." This shows that belief change is not always brought about with innovation and technology use. Fischer (1992) asserts that basic social patterns are not easily changed by new technologies and that they withstand even widespread innovations. Fischer (1997) also claims that effects of new technologies are modest, differ from one specific technology to another, and can be contradictory.

Wilcoxon test results indicated that there was a significant difference between participants' beliefs about the difficulty of English and about the duration necessary for learning to speak English very well. Test results also showed that participants became more confident about listening and speaking. This finding supports the idea that use of authentic materials in this ESL classroom helps increase students' comfort level and their self-confidence to listen to the target language and that the use of aural authentic materials in ESL classroom have a positive effect on ESL students' motivation to learn the language (Thanajaro, 2000). As for participants' beliefs about the nature of language learning, there was a significant change in beliefs about all but two items. The participants' views about the importance of knowing about English-speaking cultures and translation from Turkish to English did not change significantly. However, there was a statistically significant change in the beliefs about the propositions that "it is best to learn English in an English-speaking country," that "the most important part of learning a foreign language is learning vocabulary words," and that "the most important part of learning a foreign language is learning the grammar." This finding was supported by comparative analysis of interview data. Regarding the first theme in interview data, the most remarkable finding concerning participants' beliefs about the importance of language learning domains is that grammar was the category with the highest frequencies in the first interview, whereas it was replaced with listening in the second interview. As for beliefs about learning and communication strategies, there was a significant change in participants' beliefs about repetition and practice and practicing English with the native speakers of English. No significant change was observed in

participants' views concerning pronunciation and practicing with cassettes or tapes. However, qualitative analysis of interview data verified that participants emphasized the importance of listening. No statistically significant change was observed in the participants' beliefs about correct pronunciation and guessing meaning of words from contexts. Beliefs about feeling timid when speaking English, and making errors did not change significantly, either. Concerning motivation and expectation, test results reflected a significant improvement due to the podcast-based language learning program. There was a positive change in participants' intrinsic motivation to learn English and thus know native speakers English and their cultures better, to learn to speak English well, and to have friends who are native speakers of English. These findings contradict with ideas of Tse (2000) who hypothesized that probably the changes in classroom instruction were not themselves sufficient to overcome the social milieu, that is, the cultural assumptions that promote the view that learning a foreign language is difficult and relatively rare for adults. The present study showed that at least certain learner beliefs can be changed in a positive direction through innovative technology and authentic tasks. This contradicts with earlier studies which claim that no real change in learner beliefs can be observed in tha language classroom. For instance, Peacock (2001) who analyzed changes in 146 trainee EFL teachers' beliefs about language learning also demonstrated that beliefs are difficult to change and that considerable efforts are needed to change detrimental beliefs. Moreover, Bernat (2005) states that current studies do not explain how individual factors such as learner characteristics affect the nature of beliefs and that there is a need for an interdisciplinary approach to beliefs about language learning so as to find out how cognitive and personality psychology provides a foundation for a possible relationship between learner beliefs and personality. Bakker (2008) claims that beliefs are not easily changed; for she observed that only one belief became significantly stronger by time: "The instructor should teach the class in German" (p. 62). She also asserted that gender and language learning experiences have significant effects on beliefs. She found out that the experimental treatment did not have a significant effect on learner beliefs, but conjectured that possible reasons behind not observing significant effect were study-related issues such as no pilot study, length of surveys, and presentation of treatment lessons. On the other hand, there are studies that provide evidence for positive changes in beliefs about language instruction (e.g. Cabaroglu and Roberts, 2000; Sim 2007). Sim showed that "beliefs can be affected in a positive way by teachers through the use of an

integrated, structured and explicit focus on active learning and goal setting" (p. 128). Such a focus, Sim comments, seems to have encouraged more active, responsible and autonomous learning behaviors evidenced in participants' belief change.

Research Question 4

What self-efficacy perceptions do students have before using podcasts as language learning objects?

The English Self-Efficacy Scale and semi-structured interviews provided data about students' self-efficacy perceptions at the beginning of the podcast-based language learning program. Descriptive analysis of results about English self-efficacy perceptions concerning listening showed that before the program nearly all participants had very poor self-efficacy perceptions about understanding what they hear in English. Also, participants' self-efficacy perceptions of speaking in English were somewhat low. Most of the participants had poor self-efficacy perceptions concerning reading unabridged English texts. More than half of the participants had high self-efficacy about reading and understanding simple English dialogues and easy stories. Most of the participants tended to have had poor self-efficacy concerning writing before the program. On the other hand, it was clear that most participants had high motivation and expectations about learning English but were not satisfied with their language learning ability and level of proficiency before learning English with podcasts. Interview data analysis introduced confirmatory results.

Self-efficacy perceptions are commonly accepted as good predictors of performance, and a great number of studies have been conducted on self-efficacy so far to investigate the correlation between the two variables (e.g. Schunk, 1985; Pajares and Johnson, 1996; Pajares, Miller and Johnson, 1999; Pajares and Graham, 1999; Pajares, Britner and Valiante, 2000; Rahemi, 2007). Mostly, they conclude that the higher self-efficacy the better performance. However, some studies posit that high self-efficacy can also be detrimental for performance (e.g. Schunk, 1985). In the present study learners' self-efficacy perceptions were mostly about their current level of proficiency in various skills, which were expected to be improved by repetitive listening of podcasts and doing related tasks. As the course was mainly based on listening, the highest improvement

was reported for self-efficacy perceptions concerning the listening skill, which is explained in answers to the fifth and sixth research questions.

Research Question 5

What self-efficacy perceptions do students have at the end of the podcast-based language learning program?

The English Self-Efficacy Scale was administered and interviews were conducted for the second time at the end of the program to investigate participants' self-efficacy perceptions at the end of the podcast-based language learning program. Analysis of participants' self-efficacy perceptions concerning listening showed participants had somewhat low self-efficacy about advanced listening tasks but high self-efficacy concerning easier tasks. On the other hand, participants tended to have higher self-efficacy perceptions concerning speaking compared to listening. Especially, self-efficacy perceptions about relatively easy speaking tasks such as talking to a foreigner and introducing oneself and one's family tended to be positive. More than half of the participants had low self-efficacy perceptions concerning reading and understanding advanced level stories and unabridged English texts. Yet, participants had high self-efficacy perceptions concerning easier reading tasks such as reading and understanding simple English dialogues and easy stories. Similarly, writing-related self-efficacy perceptions of the participants tended to be somewhat positive for relatively easy writing tasks such as writing a short letter to a penpal and introducing oneself and writing a sentence said by teacher. However, results showed that more than half of participants had poor self-efficacy for more difficult tasks such as writing about an event they have experienced, writing long and detailed passages in English, and doing written chat with foreigners. Results of the second administration of the English Self-Efficacy Scale also revealed that participants' motivation and expectations were quite high after the treatment. Low self-efficacy for advanced level skills was an expected outcome, since podcasts and related tasks were all elementary level. All these findings comply with the idea that the relationship between self-efficacy and performance and between self-efficacy and classroom experiences; that is, between cognitive and affective constructs is two-way (Sparks and Granschow, 1991; Yang, 1992; Elbaum, Berg and Dodd, 1993).

Research Question 6

Is there any difference between students' self-efficacy perceptions before and after using podcasts as language learning objects and aids?

A comparative analysis of English Self-Efficacy Scale data and interview data indicated that participants' self-efficacy perception of learning English changed significantly for most domains, owing to the course that was based on repetitive listening of language podcasts and doing related tasks. Wilcoxon test results showed that there was a statistically significant difference in participants' perceptions of their listening comprehension skills, speaking, and reading. Self-efficacy perceptions concerning writing improved significantly, as well. This finding supports the idea that novel technology-based applications can have positive outcomes for language learning (e.g. Shulman, 2001; Chapelle, 2003; Hamzah, 2004; Egbert, 2005; Yang and Chen, 2006; Meskill and Anthony, 2007; Yamada and Akahori, 2007; Takatalo, Nyman and Laaksonen, 2008). However, participants' self-efficacy perception concerning reading and understanding advanced level stories did not improve significantly. Participants' motivation and expectation did not improve significantly for all items except Item 4, which is about their current level of English proficiency. The fact that participants' self-efficacy perceptions concerning advanced level of proficiency did not improve may be due to the fact that the level of the podcasts and related tasks covered by the program was elementary and that the program duration was insufficient for gaining high self-efficacy for advanced level skills in English. Pajares (1997) implies that self-efficacy does not improve easily and that people's beliefs in their capabilities must be nurtured while at the same time ensuring that the goal is attainable. According to Pajares (1997), positive persuasions may prove effective to cultivate self-efficacy beliefs, but it is generally easier to weaken self-efficacy beliefs through negative appraisals than to strengthen such beliefs through positive encouragement.

It seems that it is difficult to improve self-efficacy only through positive experience and favorable learning conditions (Bandura, 1986; Pajares, 1997) because of its relation to diverse personal characteristics. Many researchers have described the relationship between self-efficacy beliefs, personal traits such as ability, age and gender, and other psychological constructs or states such as anxiety, passion and tenacity (e.g. Baum and Locke, 2004; Spicer, 2004; Locke and Latham, 2006; Magogwe and Oliver,

2007; Çubukçu, 2008). This clearly shows that self-efficacy perceptions can be highly complex and difficult to change. The fact that some improvement was observed in self-efficacy perceptions related to certain skill domains in the present study is an indication of the positive effect of language learning podcasts and related tasks on language learning outcomes. This is confirmed with previous research (e.g. King, 2009; Lu, 2009; Griffin et al., 2009).

Research Question 7

What are the students' perceptions and feelings concerning using podcasts as language learning objects and aids?

Analyses of data collected with the Podcast Evaluation Form and second round of interviews revealed that students had generally positive perceptions and feelings about using podcasts as language learning objects and aids. Most participants believed that they were interesting, up to date and effective for learning English. This supports earlier findings that novel technology-based applications bring about positive outcomes (e.g. Shulman, 2001; Chapelle, 2003; Hamzah, 2004; Egbert, 2005; Yang and Chen, 2006; Meskill and Anthony, 2007; Yamada and Akahori, 2007; Takatalo, Nyman and Laaksonen, 2008). Findings of the present study also lend support to earlier claims that emerging technologies provide opportunities for self-paced language instruction (Godwin-Jones, 2007; Reinders and Lazaro, 2007), and individualized, student-centered instruction (Coryell and Chlup, 2007).

Despite positive perceptions and feelings towards podcasts and related tasks, it was found that more than half of the participants did rather few repetitions because of various factors such as other courses, lack of motivation and aversion. This shows that innovations (in this case, using podcasts as the main course material) may not take root easily and that it may take a long time to eliminate the effect of earlier experiences and long-established conventions despite the enthusiasm for novel applications (Fisher, 1992; Fisher 1997; Tse, 2000).

6.2. Conclusions

Results of both quantitative and qualitative analyses revealed that students hold a great diversity of beliefs about language learning. Although some beliefs seemed to be interrelated and reflecting meaningful patterns, contradictory beliefs were also reported. This supports the idea in previous literature that learners' beliefs are highly complex, diverse and interrelated (e.g. Horwitz, 1999; Mason, 2004). Analyses of interview data showed that belief dimensions are not limited to five domains originally identified by Horwitz (1988). Belief domains covered by the BALLI are foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, and motivation and expectations. Semi-structured interviews with sixteen participants generated two themes that were related to the BALLI belief dimensions and two more belief-related themes that were not covered in the BALLI. The two new themes that were similar to the BALLI dimensions were about the importance of language learning domains and important factors in language learning. Beliefs about the importance of language learning domains are parallel to the beliefs about the nature of language learning and beliefs about important factors are related to beliefs about learning and communication strategies. However, source of problems in language learning and suggestions for overcoming problems in language instruction were not related to any of belief dimensions described in BALLI. The fact that the interviews introduced more dimensions is an indication of the diversity and complexity of beliefs learners bring into the language learning classroom. This lends further support to the idea that each learner and the beliefs, perceptions, knowledge, experience and preferences s/he brings to the learning environment is unique and that idiosyncratic nature of learning from the constructivist point of view is based on this fact (Chester and Francis, 2006).

The current study was the first research attempt to investigate the effect of podcasts and related tasks on language learning beliefs in the context of English as a foreign language. Regarding students' beliefs about language learning, significant positive change was observed for most items under belief domains such as difficulty of language learning, the nature of language learning, learning and communications strategies, and motivation and expectation, which implies that podcasts can be used as effective language learning objects (Cebeci and Tekdal, 2006) and that this can have

positive effects on language learning beliefs. However, no significant difference was observed for students' beliefs about foreign language aptitude. It can be inferred from this finding that learners' beliefs reflect a hierarchical pattern and some deeply-rooted or stronger ones are more difficult or at least take longer to change. The idea that beliefs are difficult to change and that considerable efforts are needed to change detrimental beliefs is also shared by Peacock (2001).

Investigating the effect of repetitive listening of podcasts and doing related tasks on English self-efficacy perception was also attempted for the first time in this study. Results indicated enhancement of self-efficacy perceptions for all language skills at basic levels. No improvement was observed for advanced level skills because of the fact that podcasts and tasks were elementary level and that course duration was not long enough to bring about positive results for all skills at advanced levels. These results are in line with constructivist theory, which posits that learning is not the result of development, but it is the development itself and changes in beliefs and perceptions are the most important constructs of the developmental process (Janes, 2005). In constructivist theory, learning is seen as a process of meaning making, structuring and re-structuring, and it is not seen as a separate entity independent of beliefs and perceptions.

Finally, the study detected that students had positive perceptions and feelings towards podcasts and related tasks that were covered in the course, but that they did not listen to podcasts frequent enough. Among factors that inhibited repetitive listening of podcasts were detractors such as other courses, exams of other courses, lack of motivation, aversion and lack of concentration. Participants suggested more listening and more repetitions for higher gains from language learning podcasts and related tasks.

6.3. Implications

The findings of this study suggest several implications for the practice of foreign language instruction and research on second or foreign language teaching and learning. The study verified that learners bring a great diversity of beliefs into the language classroom and that some beliefs can be detrimental. Language teachers should be aware of the diversity and complexity of learners' beliefs about language learning and try to improve or change detrimental beliefs. The study also suggests that beliefs can be

persistent and difficult to change and that a good way of improving or changing beliefs is to enable students to experience favorable learning conditions. Nevertheless, the present study clearly shows that it is possible to change or improve detrimental or negative beliefs with innovative use of technological means, in which young generations are more interested.

Teachers usually aim at better performance and successful outcomes and hence, evaluate performance or sometimes even knowledge. However, the foreign language teaching is never so simple, superficial and one-sided. Learner beliefs affect and get affected by the whole process and variables in the process, including performance or success. Beliefs and perceptions are more directly related to affective and cognitive brain domains than learning outcomes such as performance and therefore they should be prioritized and addressed first.

Despite the fact that language learning beliefs and self-efficacy perceptions are known to be resistant to change, it was shown that belief and perception improvement is possible through innovative use of technology. Using mobile appliances such as ipods, and mp3 players for repetitive listening of meaningful authentic input motivates learners, which in turn enhances performance and hence improves beliefs and perceptions.

It should be noted that students reported positive effects of repetitive listening such as enhanced listening comprehension, and more importantly, unconscious and automatic repetition of words, phrases and even sentences. This lends support to cognitive load theory. Pedagogically, it can be inferred that in foreign language instruction repetitive listening of meaningful authentic podcasts as well as doing authentic tasks should be given priority rather than teaching grammar.

Finally, a few discrepancies were observed between findings obtained from BALLI data and interview data. Discrepancy between BALLI and interview data might have resulted from the fact that likert-type surveys have some leading effect. Such differences between findings obtained with two different tools cannot be taken as a flaw or weakness in the study. Rather, they justify the blended research design of this study and stress the need to use different data collection tools to address the same research questions.

6.4. Recommendations for Future Research

Based on the findings of this study, it is suggested that future research should focus on further investigation of language learning belief patterns. Effects of repetitive listening to podcasts on proficiency and performance in learning English and its relationship with self-efficacy perceptions and language learning beliefs should also be investigated. This study utilized podcasts and podcast-based tasks developed by the British Council. Future research can be carried out to investigate the effect of working with different podcasts and activities. Finally, longitudinal and experimental research is needed to further investigate longterm effects of mobile technologies on cognitive and affective constructs such as beliefs and perceptions about foreign or second language learning.

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APPENDIXES

Appendix A

İNGİLİZCE ÖZ-YETERLİK ALGISI TESTİ

Lütfen adınızı yazmayınız ve aşağıdaki her bir ifade ile ilgili gerçek duygularınızı dürüstçe belirtiniz.

Her bir madde ile ilgili yanıtınızı aşağıdaki beş seçenekten birine X işareti koyarak veriniz:

1 **Kesinlikle katılmıyorum**	**2** **Katılmıyorum**	**3** **Fikrim yok**	**4** **Katılıyorum**	**5** **Kesinlikle katılıyorum**

Madde:		**X koyunuz**				
1	İngilizce öğrenme konusunda özel bir yeteneğim var.	1	2	3	4	5
2	İngilizce akıcı bir şekilde konuşabilecek kadar öğrenebileceğime inanıyorum.	1	2	3	4	5
3	İngilizce öğrenirken karşılaşabileceğim sorunları aşabilirim.	1	2	3	4	5
4	Şu andaki İngilizce düzeyimden memnunum.	1	2	3	4	5
5	Biraz daha çabalarsam, İngilizce'mi geliştirebilirim.	1	2	3	4	5
6	İngilizce öğrenme konusunda başarısız olursam, nedeni yeterince çaba göstermememdir.	1	2	3	4	5
7	Bir gün İngilizce'yi İngiliz yada Amerikan aksanıyla konuşabileceğime inanıyorum.	1	2	3	4	5
8	Derste söylemek istediklerimi İngilizce konuşarak söyleyebilirim.	1	2	3	4	5
9	İleri seviyedeki İngilizce hikayeleri okuyup anlayabilirim.	1	2	3	4	5
10	Bir İngiliz yada Amerikalı benimle İngilizce konuşursa onu kolayca anlayabilirim.	1	2	3	4	5
11	Başımdan geçen bir olayı İngilizce yazarak anlatabilirim.	1	2	3	4	5
12	İngilizce şarkıları dinlediğimde onları rahatlıkla anlayabilirim.	1	2	3	4	5
13	İngilizce yazma konusunda kendime çok güveniyorum; uzun ve ayrıntılı yazılar yazabilirim.	1	2	3	4	5
14	Basit İngilizce hikayeleri okuyup anlayabilirim.	1	2	3	4	5
15	Öğretmen derste İngilizce konuştuğunda, onu rahatlıkla anlayabilirim.	1	2	3	4	5
16	Yabancı bir mektup arkadaşım olursa, ona kısa bir mektup yazıp kendimi tanıtabilirim.	1	2	3	4	5
17	Bir yabancı ile İngilizce tanışabilirim.	1	2	3	4	5
18	Orijinal (basitleştirilmemiş) İngilizce metinleri ve gazete yazılarını okuyup anlayabilirim.	1	2	3	4	5
19	Bir yabancının sorabileceği her soruya İngilizce yanıtlar verebilirim.	1	2	3	4	5
20	İngilizce film yada dizileri rahatlıkla anlayabilirim.	1	2	3	4	5
21	İnternette yabancılarla yazılı chat yapabilirim.	1	2	3	4	5
22	Basit İngilizce diyalogları okuyup anlayabilirim.	1	2	3	4	5
23	İngilizce konuşarak kendimi ve ailemi tanıtabilirim.	1	2	3	4	5
24	Öğretmenin derste söylediği İngilizce cümleleri doğru şekilde yazabilirim.	1	2	3	4	5
25	İngilizce haber programlarını kolayca anlayabilirim.	1	2	3	4	5

Appendix B

YABANCI DİL ÖĞRENME YARGILARI ENVANTERİ (BALLI)									
Lütfen adınızı yazmayınız ve aşağıdaki her bir ifade ile ilgili gerçek duygularınızı dürüstçe belirtiniz.									
Her bir madde ile ilgili yanıtınızı aşağıdaki beş seçenekten birine X işareti koyarak veriniz:									
1 Kesinlikle katılmıyorum	**2 Katılmıyorum**	**3 Fikrim yok**	**4 Katılıyorum**	**5 Kesinlikle katılıyorum**					
Madde:				**X koyunuz**					
1	Çocuklar bir yabancı dili yetişkinlere göre daha kolay öğrenir.			1	2	3	4	5	
2	Bazı insanlar yabancı bir dili öğrenmelerini kolaylaştıran özel bir yetenekle doğar.			1	2	3	4	5	
3	Bazı dillerin öğrenilmesi diğerlerine göre daha kolaydır			1	2	3	4	5	
4	Öğrenmeye çalıştığım dil 1) çok zor bir dildir, 2) zor bir dildir, 3) orta zorlukta bir dildir, 4) kolay bir dildir, 5) çok kolay bir dildir.			1	2	3	4	5	
5	Diğer insanlarla yabancı dilde konuşmaktan utanırım/çekinirim.			1	2	3	4	5	
6	En sonunda bu dili çok iyi konuşabileceğime inanıyorum.			1	2	3	4	5	
7	Yabancı bir dili mükemmel bir aksanla konuşmak önemlidir.			1	2	3	4	5	
8	Yabancı bir dili konuşmak için, o dili konuşan yabancı ülkenin kültürünü bilmek gerekir.			1	2	3	4	5	
9	Doğru söylemeyi öğreninceye kadar yabancı dilde bir şey söylememelisin.			1	2	3	4	5	
10	Bir yabancı dili konuşabilen bir kimse için başka bir dili öğrenmek daha kolaydır.			1	2	3	4	5	
11	Yabancı bir dili o dilin konuşulduğu ülkede öğrenmek daha iyidir.			1	2	3	4	5	
12	Öğrenmeye çalıştığım dili konuşan birini duyarsam, pratik yapmak için gidip onunla konuşurum.			1	2	3	4	5	
13	Yabancı dilde bir sözcüğü bilmiyorsanız, onu tahmin edersiniz.			1	2	3	4	5	
14	Bir kimse dil öğrenmeye günde bir saat harcarsa, akıcı bir şekilde konuşmaya başlaması ne kadar zaman alır? 1)1 yıldan az, 2) 1-2 yıl, 3) 3-5 yıl, 4) 5-10 yıl, 5) Günde 1 saat çalışarak dil öğrenilmez.			1	2	3	4	5	
15	Yabancı dil öğrenme yeteneğim var.			1	2	3	4	5	
16	Yabancı bir dili öğrenmek çoğunlukla çok sayıda yeni sözcük öğrenmekle olur.			1	2	3	4	5	
17	Çok tekrar ve pratik yapmak önemlidir.			1	2	3	4	5	
18	Başka insanların önünde yabancı dilde konuştuğumda utanırım.			1	2	3	4	5	
19	Başlangıçta hata yapmana izin verilirse, bu hatalar yerleşir ve daha sonra onlardan kurtulmak zor olur.			1	2	3	4	5	
20	Yabancı bir dili öğrenmek çoğunlukla çok sayıda gramer/dilbilgisi kuralı öğrenmekle olur.			1	2	3	4	5	
21	Dil laboratuarında pratik yapmak önemlidir.			1	2	3	4	5	
22	Kadınlar yabancı dil öğrenmede erkeklerden daha iyidir.			1	2	3	4	5	
23	Bu dili çok iyi öğrenirsem, onu kullanmak için çok fırsatım olacaktır.			1	2	3	4	5	
24	Yabancı bir dili konuşmak onu anlamaktan daha kolaydır.			1	2	3	4	5	
25	Yabancı bir dili öğrenmek diğer okul derslerini öğrenmekten farklıdır.			1	2	3	4	5	
26	Yabancı bir dili öğrenmek çoğunlukla çeviri yapmakla olur.			1	2	3	4	5	
27	Bu dili çok iyi öğrenirsem, bu iyi bir iş bulmama yardımcı olacak.			1	2	3	4	5	
28	İngilizcede okuma ve yazma, konuşma ve duyduğunu anlamadan daha kolaydır.			1	2	3	4	5	
29	Matematik ve fen'de iyi olan insanlar yabancı dil öğrenmede iyi değillerdir.			1	2	3	4	5	
30	Türkler, bir yabancı dili öğrenmenin önemli olduğunu düşünür.			1	2	3	4	5	
31	Bu dili, onu ana dili olarak konuşan insanları daha iyi tanımak için öğrenmek istiyorum.			1	2	3	4	5	
32	Birden fazla dil konuşan insanlar çok zekidirler.			1	2	3	4	5	
33	Türkler yabancı dil öğrenme konusunda iyidirler.			1	2	3	4	5	
34	Herkes bir yabancı dili konuşmayı öğrenebilir.			1	2	3	4	5	

Appendix C

Semi-Structured Interview

A. Yabancı Dil Öğrenme Yargıları

1. Sence yabancı dil en iyi nasıl öğrenilebilir? En çok neye çalışmak gerekir? (dilbilgisi, sözcük, çeviri, okuma, yazma, dinleme, konuşma...?)
2. Sence herkes bir yabancı dili öğrenebilir mi? (çaba, yetenek, öğretmen, öğretim materyali?
3. İngilizce öğrenme konusunda genellikle ne tür sorunlar yaşıyorsun? Neden yıllarca İngilizce dersi aldığı halde bazı İnsanlar İngilizce öğrenemiyor? Sence İngilizce öğrenmede sorun yaşayan insanlar neler yaparsa ya da nasıl çalışırsa başarılı olur?

B. İngilizce Öz-yeterlik Algısı

4. Şu andaki İngilizce düzeyini nasıl buluyorsun? (Konuşma, duyduğunu anlama, okuduğunu anlama, yazma…?)
5. İngilizce öğrenme konusunda yetenekli olduğunu düşünüyor musun?
6. İngilizce'yi çok iyi seviyede öğrenebileceğine inanıyor musun? Hayırsa, neden; evetse, nasıl?

C. Podkest ile İngilizce Öğrenme

7. Her bir podkesti yaklaşık kaç kez dinleyebildin? Dinlemeleri nasıl yapıyorsun? Neden?
8. Sence podkest dinlemenin İngilizce öğrenme üzerinde nasıl bir etkisi var? Dinledikten sonra da dinlediğin cümleleri düşünüyor musun yada dinlediğin cümlelerin aklına geldiği, onları kendi kendine tekrar ettiğin oluyor mu? Derste İngilizce konuşmana bir yararı oluyor mu? Başka yaraları var mı? (dinleme, okuma, yazma…?)
9. Podcast dinlemenin İngilizce öğrenme konusundaki özgüvenin üzerindeki etkisi nasıldı?
10. Podkestler ile İngilizce öğrenmeye çalışırken herhangi bir sorunla karşılaştın mı? Bunları aşmak için neler yaptın? Bundan sonra podcast dinleyerek İngilizce öğrenmeye devam etmeyi düşünüyor musun? Neden?
11. Sence ne tür podkestler İngilizce öğrenme konusunda daha yararlı? İngilizce öğrenme açısından iyi bir podkest nasıl olmalı? (Müzik, uzunluk, açıklamalar, konuşma hızı....?)
12. Podkestleri kullanma konusunda öğretmen nelere dikkat etmeli? Öğretmen ne yaparsa ya da neyi değiştirirse öğrenciler için daha yararlı olur? Podkestlerin daha yararlı olması için öğrenciler neler yapabilir? (Derste? Ders dışında?)

Appendix D

Podkest Değerlendirme Formu

A. Lütfen, bu haftaki dersi değerlendirmek için formu dikkatli bir şekilde doldurunuz.

1 hiç doğru değil — 2 — 3 biraz doğru — 4 — 5 — 6 çok doğru — 7

1. Bu dersteki performansımdan memnunum.	1	2	3	4	5	6	7
2. Bu hafta podkestleri dinlerken çok rahattım.	1	2	3	4	5	6	7
3. Bu haftaki ders eğlenceliydi.	1	2	3	4	5	6	7
4. Bu haftaki podkestleri dinledikten sonra kendimi yeterli hissettim.	1	2	3	4	5	6	7
5. Dersteki etkinlikler çok yararlıydı.	1	2	3	4	5	6	7
6. Bu hafta başarılı olmak için çok çaba harcadım.	1	2	3	4	5	6	7
7. Bence podkestleri dinlemek önemli, çünkü İngilizce'mi geliştirebilir.	1	2	3	4	5	6	7
8. Dersteki etkinliklere katılırken çok rahattım.	1	2	3	4	5	6	7
9. Dersteki etkinliklere katılırken, yapmak istediğim şeyi yaptığımı hissettim.	1	2	3	4	5	6	7
10. Dersteki etkinliklere istekli olduğum için katıldım.	1	2	3	4	5	6	7

B. Bu hafta dinlediğiniz podkestler ile ilgili ders etkinliklerinin aşağıdaki maddeler açısından etkililiğini/verimliliğini 1 ve 10 arasında bir rakam ile değerlendiriniz:

1 = yararsız; 10 = son derece yararlı

	Podkestleri dinleme											İlgili ders etkinlikleri									
Konuşma becerisi	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
Dinleme becerisi	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
Kelime edinimi	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
Özgüven	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
Motivasyon	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
Derse katılım	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10
Diğer (……...….....)	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10

C. Lütfen size en çok uyan yanıtı işaretleyiniz:

1. Bu haftaya ait podcastlerin **her birini ders dışında** yaklaşık olarak **kaç kez** dinlediniz?

A. Hiç B. 1-10 C. 10-20 D. 20-30 E. 30-40 F. 40-50 G. 50'den fazla

2. Geçen haftalara ait podcastlerin **tümünü yaklaşık kaç kez** dinlediniz?

A. Hiç B. 1-5 C. 5-10 D. 10-15 E. 15-20 F. 20-25 G. 25'den fazla

3. Podcastleri ders dışında dinlediyseniz, daha çok hangi aracı kullandınız? (Birden fazla seçeneği işaretleyebilirsiniz.)

A. Cep telefonu B. MP3/MP4 çalar yada iPod C. Bilgisayar D. CD çalar
E. Internet F. Kaset çalar G. Walkman

4. Podcastleri ders dışında dinlediyseniz, daha çok ne yaparken dinlediniz?

A. Yolda yürürken B. Evde/Yurtta otururken C. Kafede/Kantinde otururken D. Bulaşık yıkarkenE. Yemek yaparken F. İngilizce dersine çalışırken G. Dinlenirken H. Diğer (belirtiniz):……

Appendix E

KATILIMCI ONAY BELGESİ
(Student Consent Form)

1. Çalışmanın Başlığı: Podkestleri İngilizce Dersi Sınıf Etkinliklerine Entegre Etme Süreci: Üniversite Birinci Sınıf Öğrencilerinin Dil Öğrenme Yargıları ve Öz-Yeterlik Algıları üzerindeki Etkinin Analizi
2. Çalışmanın Amacı: 2008 – 2009 Güz Yarıyılı İngilizce I dersinin içeriği ve işlenişi ve etkililiği ile ilgili bir çalışma planlandı. Bu çalışmanın amacı derslerde kullanılacak ve sizin ders dışında da dinleyebileceğiniz podkestlerin sizin dil öğrenme yargılarınız ve İngilizce öz-yeterlik algılarınız üzerindeki etkisini incelemektir. Kullanılacak podkestler ile ilgili geliştirebileceğiniz tepkileriniz ve duygu ve düşünceleriniz ile ilgili dönüt almak ve dinleme miktarı ve niteliği ile yargı ve algılarınızdaki olası değişim arasındaki ilişkiyi irdelemek de bu çalışmanın amaçlarındandır.
3. Sizin Katkınız: Çalışma ilgili olarak sizden beklentimiz, dönem başında ve sonunda iki ankete yanıt vermeniz ve her hafta ders bitiminde size dağıtılacak Haftalık Değerlendirme Formu'nu doldurmanızdır. Bunun dışında, her sınıftan 4 gönüllü öğrenci ile dönem başında, ortasında ve sonunda olmak üzere üçer görüşme yapılacak ve bu öğrencilerden her hafta dersten sonraki boş zamanlarında yaklaşık 10 dakikalık bir anket (Kritik Olay Anketi) doldurmaları istenecektir.
4. Süre: Anketler yaklaşık 10, Haftalık Değerlendirme Formu ise 5 dakikalık zamanınızı alacaktır. Gönüllü dört öğrenci ile yapılacak görüşmeler ise yaklaşık 15'er dakika sürecektir.
5. Riskler/Tehlikeler: Çalışmada size yönelik herhangi bir risk ya da tehlike bulunmamaktadır.
6. Yararlar: Anketler İngilizce öğrenme ile ilgili yargılarınızın ve İngilizce öz-yeterlik algılarınızın farkına varmanızı, bunlar üzerinde düşünmenizi ve olası bir değişim ile ilgili bilgilendirilmenizi sağlayacaktır. Haftalık değerlendirme formu ise süreç ile ilgili sizden dönüt almamıza ve etkinlikleri sizin lehinize geliştirmemize olanak verecektir.
7. Gizlilik ve Güven: Çalışmanın ve çalışma ile ilgili yapılacak yayınların hiçbir yerinde sizin adınız yer almayacak, kimliğiniz tamamıyla gizli tutulacaktır. Vereceğiniz yanıtlardan dolayı hiçbir şekilde sorumlu tutulmayacaksınız. İster olumlu ister olumsuz olsun, yanıtlarınız performansınızı ya da başarınızı değerlendirme amacıyla kesinlikle kullanılmayacaktır.
8. Soru Sorma Hakkı: Çalışmanın her aşamasında soru sorma ve yanıt alma hakkınız vardır.
9. Gönüllü Katılım: Bu çalışmaya katılımınız tamamıyla gönüllü olmanıza bağlıdır. İstediğiniz zaman vazgeçebilirsiniz. Yanıtlamak istemediğiniz soruları yanıtlamak zorunda değilsiniz. Çalışmaya katılmayı reddetmenizden veya katıldıktan sonra vazgeçmenizden dolayı suçlanmayacak, cezalandırılmayacak ve hiçbir hakkınızdan yoksun bırakılmayacaksınız.
10. Yaş: Bu çalışmaya katılabilmeniz için en az 18 yaşında olmanız gerekmektedir.
"Podkestleri İngilizce Dersi Sınıf Etkinliklerine Entegre Etme Süreci: Üniversite Birinci Sınıf Öğrencilerinin Dil Öğrenme Yargıları ve Öz-Yeterlik Algıları üzerindeki Etkinin Analizi" başlıklı çalışmaya katılım ile ilgili 10 maddeyi okudum/dinledim ve haklarım konusunda bilgilendim. Bu çalışmaya katılıp katkıda bulunmak istiyorum.
Ad-Soyad: ……
İmza: ……

Appendix F

COURSE SYLLABUS

LEARNENGLISH ELEMENTARY PODCAST 01

1: LISTEN TO THE ENTIRE PODCAST

Section 0 - While you listen
This section starts: 00mins.00secs into the podcast
Listen to the whole Podcast.
Practice materials (in Support Pack):
While you listen, read and answer the questions

2: PRACTISE YOUR ENGLISH SECTION-BY-SECTION

Section 1 - Conversations in English:
This section starts: 00mins.00secs into the podcast
"Susan, this is Paul" - introducing your friends
We often need to introduce friends to each other – at a party for example. When we introduce people to each other we usually say how we know them and give them something to talk about.
Practice materials (in Support Pack):
Learn how to introduce/practise introducing people

Section 2 - I'd like to meet
This section starts: 01mins.40secs into the podcast
Listen to Zara from Bristol talking about why she would like to meet Angelina Jolie.
Practice materials (in Support Pack):
Write about a famous actor that you'd like to meet

Section 3 - Quiz
This section starts: 04mins.25secs into the podcast
In the quiz, Daniel and Alice try to think of things you can find in a kitchen.
Practice materials (in Support Pack):
How many words do you know for things in different rooms of the house?

Section 4 - Our person in ...
This section starts: 06mins.35secs into the podcast
Listen to Mike talking about Central Park in New York.
Practice materials (in Support Pack):
Write about a place in your country

Section 5 - Your turn
This section starts: 08mins.44secs into the podcast
In 'Your Turn', you hear 5 people answer the question "Is it a good idea for celebrities to do work for charity?"
Practice materials (in Support Pack):
Write and tell us what you think

Section 6 - Carolina
This section starts: 11mins.55secs into the podcast
Carolina arrives at the airport – and faces her first test - lots of questions from Immigration officials!
Practice materials (in Support Pack):
Practise what you would say in the same situation

Section 7: The joke
This section starts: 14mins.55secs into the podcast
A chicken walks into a library...
Practice materials (in Support Pack):
See if you can tell the same joke!

Section 8 - Tom the teacher
This section starts: 17mins.12secs into the podcast
Looks at word order in questions, plans and intentions, and 'Goodnight' and 'Good evening'
Practice materials (in Support Pack):
Exercises and quizzes to check your English

LEARNENGLISH ELEMENTARY PODCAST 02

1: LISTEN TO THE ENTIRE PODCAST

Section 0 - While you listen
This section starts: 00mins.20secs into the podcast (immediately after the introduction)
Listen to the whole Podcast.
Practice materials (in Support Pack):
While you listen, read and answer the questions

2: PRACTISE YOUR ENGLISH SECTION-BY-SECTION

Section 1 - Conversations in English:
This section starts: 00mins.20secs into the podcast (immediately after the introduction)
"Where did you go?" – a weekend away
We often speak to friends about what they've done since we last saw them – at work, about the weekend, for example. But we don't only ask questions - we also make comments about what they say to show interest and keep the conversation going.
Practice materials (in Support Pack):
Learn how to speak/practise speaking about what people have done since you last saw them

Section 2 - I'd like to meet
This section starts: 02mins.00secs into the podcast
Listen to Yasmin talking about why she would like to meet Shakira.
Practice materials (in Support Pack):
Write about a famous singer that you'd like to meet

Section 3 - Quiz
This section starts: 06mins.00secs into the podcast
In the quiz, Ben and Poppy play Hot Seat, where one person explains words and the other person tries to guess what they are.
Practice materials (in Support Pack):
Match words and phrases to make clues, and clues to make answers.

Section 4 - Our person in ...
This section starts: 08mins.06secs into the podcast
Listen to Rachel talking about tango dancing in Buenos Aires.
Practice materials (in Support Pack):
Write about a dance from your country or another place.

Section 5 - Your turn
This section starts: 10mins.30secs into the podcast
In 'Your Turn', you hear 5 people answer the question "Which do you prefer – songs in English or songs

in your language?"
Practice materials (in Support Pack):
Write and tell us what you think

Section 6 - Carolina
This section starts: 13mins.45secs into the podcast
Carolina has some trouble at the airport – when her luggage doesn't arrive!
Practice materials (in Support Pack):
Practise what you would say in the same situation

Section 7: The joke
This section starts: 16mins.25secs into the podcast
Sherlock Holmes and Doctor Watson are on a camping trip ...
Practice materials (in Support Pack):
See if you can tell the same joke!

Section 8 - Tom the teacher
This section starts: 18mins.10secs into the podcast
Looks at direct and indirect questions, and 'anything', 'anyone' and 'anywhere'
Practice materials (in Support Pack):
Exercises and quizzes to check your English

LEARNENGLISH ELEMENTARY PODCAST 03

1: LISTEN TO THE ENTIRE PODCAST

Section 0 - While you listen
This section starts: 00mins.20secs into the podcast (immediately after the introduction)
Listen to the whole Podcast.
Practice materials (in Support Pack):
While you listen, read and answer the questions

2: PRACTISE YOUR ENGLISH SECTION-BY-SECTION

Section 1 - Conversations in English:
This section starts: 00mins.20secs into the podcast (immediately after the introduction)
"Is that a new shirt?" – Making comments on a friend's clothes
In the UK, it is common for friends to comment on each other's clothes ... but only if you are friends.
Practice materials (in Support Pack):
Learn how to speak/practise speaking about the clothes that people are wearing

Section 2 - I'd like to meet
This section starts: 02 mins.15secs into the podcast
Listen to Martin talking about why he would like to meet famous designer Jonathan Ive.
Practice materials (in Support Pack):
Write about a designer or architect that you'd like to meet

Section 3 - Quiz
This section starts: 06mins.20secs into the podcast
In the quiz, Marina and Ricky have 10 seconds to think of as many yellow things as they can.
Practice materials (in Support Pack):
Group the names of things depending on which colour they are.

Section 4 - Our person in ...
This section starts: 09mins.00secs into the podcast

Listen to Bob talking about the *vuvuzuela* – a strange musical instrument that people play at football matches in South Africa.
Practice materials (in Support Pack):
Write about a sport or sports event from your country or another place.

Section 5 - Your turn
This section starts: 11mins.55secs into the podcast
In 'Your Turn', you hear 5 people answer the question "*Why don't more people watch women's football?*"
Practice materials (in Support Pack):
Write and tell us what you think

Section 6 - Carolina
This section starts: 15mins.45secs into the podcast
Carolina finds her luggage but then has to find out how the London Underground works!
Practice materials (in Support Pack):
Practise what you would say in the same situation

Section 7: The joke
This section starts: 19mins.15secs into the podcast
A man buys a parrot and then tries to get it to talk ...
Practice materials (in Support Pack):
See if you can tell the same joke!

Section 8 - Tom the teacher
This section starts: 21mins.24secs into the podcast
Looks at silent letters, and prepositions that go with the word 'look'.
Practice materials (in Support Pack):
Exercises and quizzes to check your English

LEARNENGLISH ELEMENTARY PODCAST 04

1: LISTEN TO THE ENTIRE PODCAST

Section 0 - While you listen
This section starts: 00mins.20secs into the podcast (immediately after the introduction)
Listen to the whole Podcast.
Practice materials (in Support Pack):
While you listen, read and answer the questions

2: PRACTISE YOUR ENGLISH SECTION-BY-SECTION

Section 1 - Conversations in English:
This section starts: 00mins.20secs into the podcast (immediately after the introduction)
"How are you feeling?" – being sympathetic
In the UK, if we want to know if someone is ill, we ask "How are you feeling?".
Practice materials (in Support Pack):
Learn what to say/practise what to say if you or someone else is well or feeling ill

Section 2 - I'd like to meet
This section starts: 01mins.43secs into the podcast
Listen to Marcus talking about why he would like to meet reggae musician Bob Marley.

Practice materials (in Support Pack):
Write about a male musician that you'd like to meet

Section 3 - Quiz
This section starts: 05mins.36secs into the podcast
In the quiz, Max and Hannah play Hot Seat, where one person explains words and the other person tries to guess what they are..
Practice materials (in Support Pack):
Explain words by using other words.

Section 4 - Our person in ...
This section starts: 08mins.15secs into the podcast
Listen to Robert talking about the Bun Festival in Cheung Chau.
Practice materials (in Support Pack):
Write about a festival from your country or another place.

Section 5 - Your turn
This section starts: 10mins.40secs into the podcast
In 'Your Turn', you hear 5 people answer the question *"Which do you prefer – the book or the film?"*
Practice materials (in Support Pack):
Write and tell us what you think

Section 6 - Carolina
This section starts: 13mins.03secs into the podcast
Carolina catches the train to Newcastle and meets a new friend.
Practice materials (in Support Pack):
Practise what you would say in the same situation

Section 7: The joke
This section starts: 18mins.08secs into the podcast
A man takes his dog to the cinema ...
Practice materials (in Support Pack):
See if you can tell the same joke!

Section 8 - Tom the teacher
This section starts: 20mins.10secs into the podcast
Looks at British money and prices, and the word 'stuff'.
Practice materials (in Support Pack):
Exercises and quizzes to check your English

LEARNENGLISH ELEMENTARY PODCAST 05

1: LISTEN TO THE ENTIRE PODCAST

Section 0 - While you listen
This section starts: 00mins.20secs into the podcast (immediately after the introduction)
Listen to the whole Podcast.
Practice materials (in Support Pack):
While you listen, read and answer the questions

2: PRACTISE YOUR ENGLISH SECTION-BY-SECTION

Section 1 - Conversations in English:
This section starts: 00mins.20secs into the podcast (immediately after the introduction)
"I didn't know you had a dog!" – talking about pets

A lot of British people have pets – and they like to talk about them. So even if you don't like animals yourself, it's a good idea to be interested in other people's pets.
Practice materials (in Support Pack):
Learn how to speak/practise speaking about pets.

Section 2 - I'd like to meet
This section starts: 02mins.10secs into the podcast
Listen to Olu talking about why he would like to meet football star Didier Drogba.
Practice materials (in Support Pack):
Write about a famous sportsperson that you'd like to meet

Section 3 - Quiz
This section starts: 06mins.02secs into the podcast
The quiz in this podcast is called 'Beginning with…' – for example, 'think of an animal beginning with 'p' – the answer could be 'polar bear' or 'pig' – there are lots of possibilities.
Practice materials (in Support Pack):
Think of words in different categories starting with different letters.

Section 4 - Our person in ...
This section starts: 09mins.15secs into the podcast
Listen to Graham talking about New Zealand and the places that were used in the film 'Lord of the Rings'.
Practice materials (in Support Pack):
Write about a beautiful place in your country

Section 5 - Your turn
This section starts: 12mins.15secs into the podcast
In 'Your Turn', you hear 5 people answer the question "*Which do you prefer – cats or dogs?*"
Practice materials (in Support Pack):
Write and tell us what you think

Section 6 - Carolina
This section starts: 14mins.38secs into the podcast
Carolina moves into student accommodation in Newcastle and meets her new flatmates.
Practice materials (in Support Pack):
Practise what you would say in the same situation

Section 7: The joke
This section starts: 18mins.32secs into the podcast
A man driving in the country finds out about three-legged chickens ...
Practice materials (in Support Pack):
See if you can tell the same joke!

Section 8 - Tom the teacher
This section starts: 21mins.10secs into the podcast
Looks at regular and irregular verbs.
Practice materials (in Support Pack):
Exercises and quizzes to check your English

Appendix G

An Excerpt from the Support Pack (Podcast 01, Section 2, p. 4)

Section 2: **I'd like to meet**

You listened to Zara from Bristol talking about why she would like to meet Angelina Jolie.
Is there a famous film actress that you'd like to meet? If you can think of someone, make some notes to answer these questions:

- What's her name?
- What nationality is she?
- If she isn't alive now, when did she live?
- What are some of her most famous films?
- Which of her films are your favourites?
- Is she famous for other things too?
- Why do you like her?
- Do you admire her? Why?
- What would you like to talk to her about?
- What questions would you like to ask her?

Now put your notes together to write a paragraph about the person and why you'd like to meet her. If you want, you can send your paragraph to learnenglishpodcast@britishcouncil.org

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Tess: Right. Now let's ask the question. So Zara, which famous person, dead or alive would you like to meet?
Zara: I'd like to meet Angelina Jolie.
Ravi: Angelina Jolie. Great - good choice! Tell us a bit about her.
Zara: She's an American film actress, she was in 'Tomb Raider', and she's an ambassador for the United Nations too.
Tess: And why did you choose her to talk about today?
Zara: Well, because I really admire her. She's a famous film star with a lot of money and a famous celebrity film star husband, but she really cares about helping people and she uses her money and her fame to help children and people who are very poor or have a difficult life. I saw a film about her on MTV the music channel – it was a video diary of her visiting Africa and talking about how to stop poverty, and they were really simple things, and I thought it was really cool because MTV doesn't usually show programmes like that, it's usually just music videos and things, but because she's famous and beautiful then people want to see her so she can get a lot of attention for the things that she wants to change. Tess: Do you like her films? Do you think she's a good actress?
Zara: Yes I do. I don't think she's a *great* actress, but she's a good actress, and she's so beautiful that you just want to look at her all the time. I think she's one of the most beautiful women in the world. I love watching her, I love all her films.
Ravi: And what would you like to talk to her about Zara?
Zara: I'd like to talk about her trips to different places all around the world, and about Hollywood, and her family and about what people like me can do to help poor children.
Tess: Well thank you very much Zara. That was really interesting. Personally, I'd like to talk to her about her husband, Brad Pitt. I think he's gorgeous.

CURRICULUM VITAE

KİŞİSEL BİLGİLER

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EĞİTİM DURUMU

2006 -2010 : Doktora, Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili ve Eğitimi Anabilim Dalı, Adana.

2002-2004 : Yüksek Lisans Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili ve Eğitimi Anabilim Dalı, Gaziantep.

1995-1999 : Lisans, Dicle Ünv., Eğitim Fak., İngiliz Dili ve Eğitimi

1991-1995 : Lise, İçel Anadolu Öğretmen Lisesi, İçel.

İŞ DURUMU

2009 –2010 : Öğretim Görevlisi, Gaziantep Üniversitesi, Eğitim Fakültesi İngiliz Dili ve Eğitimi Anabilim Dalı, Gaziantep.

2002 –2009 : Okutman, Kilis 7 Aralık Ünversitesi, Eğitim Fakültesi,Kilis.

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