

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**PODCASTING IN PRE-SERVICE LANGUAGE TEACHER EDUCATION: A
CONSTRUCTIVIST PERSPECTIVE**

Seda GÜLER

MASTER OF ARTS

ADANA / 2014

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Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN

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To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ÖZET

YABANCI DİL ÖĞRETMENİ EĞİTİMİNDE YAPILANDIRMACI YAKLAŞIM ÇERÇEVESİNDE PODCAST KULLANIMI

Seda GÜLER

Tezli Yüksek Lisans Tezi İngiliz Dili Anabilim Dalı

Danışman: Doç. Dr. Yonca ÖZKAN

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Bu çalışma İngiliz Dili Eğitimi öğretmen adaylarının podcast kullanımıyla ilgili algılarını araştırmaktadır. Ayrıca öğretmen adaylarının podcast kullanımıyla ilgili olumlu ve olumsuz görüşleri ve Web 2,0 araçlarını hem akademik hem de kişisel yaşamlarında ne ölçüde kullandıkları incelenmektedir. Bu nedenle, üçüncü sınıf öğretmen adaylarının dil becerileri öğretme dersi web tabanlı bir platformda podcastlerle harmanlanmıştır. Dersin katılımcılarına özgü ve onların podcatleri dinleyebilecekleri, bilgisayarlarına, MP3/4 çalarlarına ya da akıllı telefonlarına indirebilecekleri, dinledikleri podcast parçalarıyla ilgili görevleri yerine getirebilecekleri, görüş ve duygularını belirtebilecekleri ve ayrıca arkadaşlarının çalışmalarını da görebilecekleri bir Web sitesi tasarlanmıştır. Bu özel çalışmada sosyal yapılandırmacı öğrenme kuramı esas alınmış ve işbirlikçi bir öğrenme ortamı oluşturulmuştur. Çalışmada, nitel ve nicel araştırma metodları birleştirilerek karma bir araştırma metod deseni kullanılmıştır. Çalışmanın güvenilirliğini sağlamak için anket, yüz yüze röportaj uygulanmış olup ayrıca öğrenci duygu ve görüşleri ile öğrencilerin haftalık olarak tamamladıkları podcastlerle ilgili görevlerindeki performanslarına bakılmıştır. Belirgin bir değişiklik olup olmadığını gözlemleyebilmek için anket ve röportajlar hem çalışmanın başında hem de sonunda uygulanmıştır. Sonuçlar öğretmen adaylarının podcast kullanımına karşı genel olarak olumlu görüşlere sahip olduklarını ve bunun neticesinde ileriki öğretmenlik yaşantılarında podcast kullanımına meyilli olduklarını ortaya koymuştur. Podcastlarla ilişkili görevlerde her öğrencinin kendi performansı betimsel istatistiğe göre analiz edilmiştir. Katılımcıların podcast görevleriyle ilgili haftalık performanslarında artış olduğu gözlemlenmiş bu da podcast

kullanımına uyum ve alışma sürecinden sonra katılımcıların performans seviyelerinin yükseldiğini vurgulamaktadır.

Anahtar Kelimeler: Podcast, harmanlanmış öğrenme, dil becerileri, sosyal yapılandırmacı kuram, dil öğretmeni adayları eğitimi.

ABSTRACT**PODCASTING IN PRE-SERVICE LANGUAGE TEACHER EDUCATION: A
CONSTRUCTIVIST PERSPECTIVE****Seda GÜLER****Master of Arts, English Language Teaching****Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN****May 2014, 122 pages**

This study aims to investigate the perceptions of pre-service English language teachers towards the use of podcasts. In addition, it surveys to what extent pre-service language teachers use Web 2 tools in their academic lives as well as personal lives and their views on the benefits and possible drawbacks of podcasts. For this reason, *Teaching Language Skills Course* specifically for the third year pre-service teachers is blended with podcasting in a web based platform. Twenty-two pre-service teachers who take the course constitute the working group. A web site is designed solely for the participants of the course and empowers them to listen to and download podcasts, do the tasks related, make reflections and view other learners' work. The theoretical background of this specific study is based on social constructivism. Here in this study, a collaborative learning environment is provided. Combining both qualitative and quantitative research methods, a mixed method research design is used. Questionnaire, face to face interviews and pre-service language teachers' reflections are conducted in order to ensure triangulation. The questionnaire and face to face interviews are held at the beginning and at the end of the course and results are compared to see if there is a significant change. Results show that participants have a positive view of podcasts in general and have a tendency to use the podcasts in their following teaching career. Each learner's weekly performance on the tasks related with the podcasts is also analysed according to the descriptive statistics. It is concluded that learners' performances on tasks are rapidly increasing which points out that after the adaptation period and learners get familiar with the podcasts their performance level increased.

Keywords: Podcasts, blended learning, language skills, social constructivism, pre-service language teacher education.

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CHAPTER I

INTRODUCTION

1.1. Presentation

This introductory chapter includes the background of the study, the purpose of the study, the research questions, the methodology and definition of terms.

1.2. Background of the Study

Technology, beyond any doubt, has become an inseparable part of our lives at an accelerated pace over the last few decades. Today, advances of the Internet, communication and information technologies have led the majority of people to use both the Internet and digital technologies in their personal and professional lives. These improvements have opened a new era for education, and reshaped the teaching and learning process, as well. The availability of computer technologies, such as the Internet, has much expanded the educational options to learners and instructors (Osguthorpe & Graham, 2003). In modern education approaches, teachers are the facilitators, guides and motivators in a lifelong learning process. Thus, they should be able to benefit from a wide range of communication and information technologies in their work and encourage their learners' use of these technologies while taking the responsibility of student learning in a student-centred learning environment. The Internet and information technology are well suited to be used within the learner-centred approach.

Since the 21st century, learners have been born into a digitally equipped world. They are the native users of computers, the Internet and mobile devices such as Mp3 or 4 players, smart phones, iPhones, tablets etc. As a result, education programs should be revised and changed in accordance with the needs of this “net generation” (Oblinger & Oblinger, 2005). Educators should take into consideration existing approaches and methods and extend them to meet the demand. Furthermore, innovative skills and tools should be built up. This era necessitates teachers of today to be active users of digital technologies and to follow innovations accordingly, hence being in control of technology means being in control of both their personal and academic lives. Yeung, Lim, Tay, Lam-Chiang and Hui (2012) conclude that initial teacher training programs

should provide opportunities for trainees to experience various applications and to develop their competence in order to facilitate teachers to use such technologies.

1.3. Statement of Purpose

This study is inspired by the curiosity to understand the effect of podcasting in one of the methodology courses for pre-service language teachers. Thus, it tries to examine their perceptions regarding methodology courses supported by podcasting. The aim is to investigate the perceptions of pre-service English teachers' use of podcasts in language skills courses within a constructivist framework; to discover whether pre-service language teachers' perceptions are positive or negative, and whether there is any difference in their perceptions at the end of the study. The study is conducted on 22 pre-service English language teachers in a third year language skills course at English Language Teaching Department of Çukurova University. Both qualitative and quantitative research methods are utilized in this specific study. Therefore, a mixed method research methodology is carried out for this study.

1.4. Research Questions

The purpose of the study is to mainly investigate the extent to which podcasts are perceived to be beneficial by the pre-service language teachers. The exploratory questions guiding this study are provided below:

1. What are the pre-service language teachers' opinions of advantages from language skills courses equipped with podcasts?
2. What are the pre-service language teachers' opinions of disadvantages from language skills courses equipped with podcasts?
3. What are the perceptions of pre-service language teachers in language skills course equipped with podcasts before and after the application of this study?

1.5. Significance of the Study

Technology, as an inseparable part of our lives, has taken its place at an accelerated rate via various implementations in the educational platform. Instructors try to devise new ways and methods to integrate technology into the learning environment so as to take advantage of learners' habit of using technology and the promotion of

internalised learning throughout an on-going process. The use of technology in pre-service teacher education has been investigated by many researchers. Podcasts, as a technological tool, has also gained popularity and been researched by scholars from many different aspects although the history of the term dates back to just 2005. However, podcasts implemented into a language skills course in pre-service teacher education within a constructivist principle has not been investigated in detail. The perceptions of pre-service teachers are vital to the optimal implementation of this technology in the classroom as the perceptions of teachers directly or indirectly affect the perceptions of the learners, thus determining the efficiency of this technology. Comprehensive data collected throughout the study should compensate this gap in the literature.

This study is also a significant attempt to assess the performance of the pre-service language teachers in podcast related tasks so as to examine their progress throughout the process and the effect of podcast use to the grades and self-inquiry of the pre-service language teachers.

1.6. Definition of Terms

Podcast: “a podcast (or *netcast*) is a digital medium consisting of an episodic series of audio, video, PDF or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device”. (Wikipedia)

Blended learning: is a teaching/learning strategy, which blends online learning methods with more traditional methods of learning and development for a certain instructional purpose.

Pre-service language teacher education: is the education of teacher candidates before they have started teaching.

Language skills: is the ability to use language consisting of the four basic abilities: listening, speaking, reading and writing.

Social constructivism: is the construction of knowledge through making meaning of the society in terms of culture and context.

Perception: is the organisation, identification and interpretation of sensory information in order to represent and understand the environment.

Triangulation: the use of multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings (Denzin 1970; Mathison, 1988).

Mixed-method: mixed methods research design is the combination of both qualitative and quantitative data in a single study or a series of studies that investigate the same underlying phenomenon (Leech & Onwuegbuzie, 2009).

Web2.0: the term is used to clarify the diversity of the new version of World Wide Web.

CHAPTER II

REVIEW OF LITERATURE

2.1. Computer Assisted Language Learning (CALL)

Following the invention of the first computer 'ENIAC' in 1945 which was 27,000kg and contained 18,000 vacuum tubes, computer technology has advanced rapidly. Nowadays, computers are portable and easy to use for various intents in many divergent fields. Their application to educational purposes dates back to the 1960s. During the past decade, the use of computers in the educational setting has increased dramatically (Warschauer, 1996), where they have already been utilised for language teaching for more than three decades. The terms CAI (Computer Assisted Instruction) and then CALI (Computer Assisted Language Instruction) were in use before the term CALL. Yet, these terms lost their popularity after a time for implying a teacher-centred approach. Modern teaching approaches which are learner-centred and focused on learning rather than instruction, necessitates the rise of CALL.

CALL is defined by Levy (1997) as "the search for and study of applications of the computer in language teaching and learning" (p. 1). According to Hardisty and Windeatt (1989), it is a term utilized both by teachers and learners to describe the use of computers as a part of the language course. In the traditional description of CALL, it is a means of 'presenting, reinforcing and testing' particular language items and as Jones and Fortescue (1987) state, this description is unfortunate and gives opportunities for teachers and learners to use computers for various purposes and ways independent of time and place. CALL is basically a facilitator in the language learning process and it can be beneficial as reinforcement and remedial in language learning. According to Warschauer (1996), the use of computers does not itself form a teaching method. Computers trigger foreign language teaching pedagogy to search for innovative ways to take advantage of the computer.

The development of CALL can be divided into three stages: Behaviouristic CALL, Communicative CALL, and Integrative CALL (Warschauer, 1996).

2.1.1. Behaviouristic CALL

This first stage of CALL which was shaped in the late 1960s and extensively used in the 1970s features repetitive language drills referred to as the drill-and- practice method. Behaviourist theories of learning such as the Audio-lingual teaching method are the basis of this form of CALL. The computer is viewed as a mechanical tutor whose responsibility is to present the stimulus and carry out the repeated drills without getting tired. The essential purpose of the computer programs is providing the language learners with the facilities of making drills and practices including grammatical explanations and translations.

Since the 1980s behaviourist approaches to language learning have been rejected by most language teachers and the improvements in computer technology bring about another phase of CALL.

2.1.2. Communicative CALL

This second stage of CALL was developed in the light of cognitive theories of language learning and based on the communicative approach to teaching. Communicative CALL stresses that learning is a process of discovery, expression and development and focuses more on using forms rather than the forms themselves. Contrary to Behaviouristic CALL, it does not judge learners or congratulate learners on success. It avoids telling the learners they are wrong, instead encouraging them to create original utterances in the target language, within an atmosphere where the learner feels comfortable and natural. For how the learners interact with each other while working at the computer is vital. Text reconstruction programs and simulations are the software programs which prospered in this stage.

2.1.3. Integrative CALL

By the 1990s under the influence of socio-cognitive views Communicative CALL was criticized for using the computer in a specific, disconnected manner for more marginal aims in lieu of concentrating on the central elements of language teaching. This view influenced many teachers. Real language use in meaningful authentic social context substitutes the initial focus on using forms and more social, learner-centred methods are utilised by the teachers. This time, the significant point is to integrate skills of language learning and technology more effectively into language

teaching (Warschauer & Healey, 1998). The development of multimedia technology providing text, graphic, sound, animation, video and the Internet enables every learner to use a variety of informational, communicative, and publishing tools at their own pace and path. According to Warschauer (1996) thanks to these tools, language learners can communicate directly, inexpensively, and conveniently with other learners or speakers of the target language 24 hours a day, from school, work, or home.

2.2. Blended Learning

The efforts to combine the best sides of both face to face and online instruction have put forward the term blended learning, yet there is no current consensus on the definition of the term although it has been in use for nearly the last three decades. As Driscoll (2002) articulates, the meaning of the term varies according to different people, cultures and countries. Laster (2004) emphasizes this ambiguity by stating that blended learning can be any kind of learning, as one can infer from the applied view that blended learning is a teaching and learning process that uses technology. Driscoll (2002) summarizes the concepts that blended learning refers in the literature:

- It combines or mixes modes of web-based technology (e.g., live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, text, etc.).
- It combines various pedagogical approaches (e.g., constructivism, behaviourism, cognitivism, etc.) to produce an optimal learning outcome with or without instructional technology.
- It combines any form of instructional technology (e.g., multimedia, videotape, CD-ROM, web-based training, film, etc.) with face-to- instructor-led training.
- It mixes or combines instructional technology with actual job tasks in order to create a harmonious effect of learning and working (Driscoll, 2002, p.54).

Even though the term involves the fusion of any kind of face to face and online instructional content and there exists no rules and theoretical framework about the ideal blend, the applications of blended learning are reckoned to cover the concepts mentioned above, yet all the concepts, especially the first two are certainly general

descriptions and do not explain the essence and importance of the blended learning as a compelling concept for many instructors and learners.

Another definition by Osguthorpe and Graham (2003) is that “blended learning is the combination of instruction from two historically separate models of teaching and learning: traditional face to face learning systems and distributed learning systems”. By using such style, instructors can maximize the benefits of both face-to-face and online methods and courses may be more comprehensive by means of the blended learning and learners could reflect more accurately the core of computer-based technologies in blended learning (p. 227).

According to Graham, in the past, there were two separate learning environments; one was traditional *face to face learning* environment and the other was distributed *or distance learning* environment. These had different media/method combinations and different audiences with different needs. Owing to the lack of distributed learning environments in enhancing natural interactions for having an inadequate quality of sound and simultaneity, learner-material interactions are the priority of distributed learning environment, whereas human to human interaction take precedence in the face to face learning environment. However, thanks to the developments in technology especially digital technologies, highly-qualified and synchronised human interactions within the real time can be achieved. For instance, facilities like computer-supported collaboration, virtual communities, instant messaging and blogging has been noted in human interaction and as a consequence of these improvements, computer- based instructional elements are being integrated at an ever increasing pace into the face to face learning environment (Graham, 2006).

2.2.1. Theoretical Background of Blended Learning

Over the years, educational pedagogy has changed as a consequence of innovations in technology and the eras’ needs to enhance the quality of education. Three traditional educational philosophies, which are behaviourism, cognitivism and constructivism, have been blended into a teaching environment throughout this process, and it is significant enough to require a closer look into these theories to decide how to blend the teaching and learning process with technology. In this study, using podcasts is being examined within the scope of social constructivism.

The fifties educational philosophy was based on a behaviouristic approach which sees the learner as a passive receiver of information and who gives responses to stimuli as a result of this selective reinforcement and punishment. The mind is seen as an empty vessel to be filled so the majority of the learning takes place in a teacher-centred, more controlled atmosphere where the transmission of knowledge and clear instruction play a vital role. In the eighties there was a shift from the behaviouristic approach to cognitive theories, with learning that focuses on the internal mental processes such as memory, knowing, and problem solving, reflecting, and creating. The Cognitive Approach to learning uses the metaphor of the mind as a computer that gets the information as an input, processes it and then produces it as the output. By the 1990s there had been a constant and great change in technology with the advent of the Internet and the World Wide Web. These advancements enable learners to reach unlimited resources independent of time and place. As a result of these innovations, our understanding of knowledge, learning and even life has been broadened and instructors have learned via online media to get the most benefits for their learners. In this respect constructivism, especially social constructivism is the predominant education philosophy which is learner-centred and views the instructor as a guide and learning as a process of interaction, negotiation and collaboration. Social constructivism emphasizes the need for collaboration among the learners and instructors in the learning process to provide learners opportunities to be more free, direct their own learning, enhance peer support and thus receive reciprocal learning. As Karagiorgi and Symeou (2005, p.24.) states, “Today, learning is approached as a constructive, self-regulated, situated, cooperative, and individually different process”. The environments provided by the prevailing digital technologies and online learning support and necessitate this kind of learning (Carroll, 2000).

2.2.2. Advantages and Disadvantages of Blended Learning

Today, academics have met on the point that both face to face and online learning environments have both advantages and disadvantages. As Graham (2006) stated, it is crucial to understand the strengths and weaknesses of both face to face and online learning environments in order to gain benefit from the strengths of both environments and avoid their weaknesses; to create the best instructional designs which is called as *blended learning* that can be the many different combinations of

pedagogical approaches. According to Ross and Gage what is significant is *how* to blend rather than *what* to blend for the future learning systems (Graham, 2006; Driscoll, 2002). The reason why most of the instructors prefer to use blended learning is to create the best learning environment for their learners with consideration of the pros and cons of both face to face and computer mediated environments. Graham handled the strengths and weaknesses of conducting discussions in face to face and computer-mediated learning environments separately and summarised them into six headings:

- *Flexibility* which is an advantage for computer –mediated learning environments as learners can join in the lesson in any time and place whereas it is a disadvantage for face to face learning environments due to time limit.
- *Participation* is also strength of computer-mediated learning environments with its flexibility of time and place feature that enable all of the learners to participate in the lesson. However, it is a weakness of face to face environments due to the limited time as well as the probability of the dominating characters in the class atmosphere.
- *Human connection* is easier in face to face environments which increase the issues like trust and strength. It is a weak point of computer mediated environments in that it may cause dissatisfaction in the process.
- *Spontaneity* is a strength of face to face learning environments which is appropriate for the occurrence of associated ideas and incidental discoveries during the process of learning and a weakness for the computer mediated learning for not motivating spontaneous learning.
- *Depth of reflection* is one of the strengths of computer mediated environments owing to the fact that it gives learners enough time to consider deeply and make reflections in accordance.
- *Procrastination* can be a weakness of computer mediated learning with the plausible tendency of learners for delaying the learning (Graham, 2006).

As Singh (2003) mentioned, blended learning enables learners to interact in an online environment independent of time constraints that limit the interaction between learner to instructor and learner to learner in a face to face classroom. Learner flexibility and the ease of accessibility make the blended learning advantageous for further

education. Actually, there are many more reasons behind the popularity of the use of blended learning. Some of the scholars believe that blended learning approaches improve active learning strategies, peer-to-peer learning strategies, and learner centred strategies. Blended learning aids the instructors to create active learning environments and become facilitators in their teaching. This is similar to the term of Carl Rogers 'facilitative teacher' that gives priority to instructional environment over information transmittal (Graham, Allen & Ure, 2003, Dziuban, Hartman & Moskal, 2004).

There are some disadvantages of blended learning environment, as well. For instance, a blended learning environment necessitates the use of various technologies so the learners must be computer literate. It may also be difficult for the institutes to construct a blended learning environment due to inadequate resources and opportunities. Unique designs related to contexts are necessary for each blend so poor designs that integrate a lot of technological tools without meaningful justification is another weakness of blended learning environment (Graham, 2006).

According to Clark (2003), blended learning environments should not be used because of the variety of channels available. They are to be used in order to enhance the learning environment for the learners. This can be a disaster if carefully created blended learning environments with important rationales are not constructed. Clark used the term "cocktail" to make a clarification by saying that a good cocktail does not mean the blend of many drinks; rather it is the blend of carefully chosen tastes which are cohesive and tastes better combined than individually. Furthermore he says that sometimes a single malt is surpassing when compared to a blend (Clark, 2003).

2.3. Web 2.0 Technologies

The term World Wide Web was first used in 1989 by Tim Berners-Lee and it has, itself, developed and changed rapidly in a very short time. The term 'Web 2.0' arrived only a few years later to clarify the diversity of the new version of World Wide Web, thus the history of the Internet is separated into two eras that is Web 1.0 and Web 2.0.

In the first era, as West and West (2009) mentioned, the interaction between human and computer was mostly restricted and the users of the Internet were passive recipients of online materials where they were only able to access, review or read the information. With the invention of Web 2.0 technologies, users became able to create

and share this information. Solomon and Schrum (2007) made a comparison between the features of Web 1.0 and 2.0 to reveal the distinctions of both clearly.

Table 1.

Comparison of Old and New Ways of Working

Web 1.0	Web 2.0
Application based	Web based
Isolated	Collaborative
Offline	Online
Licensed or purchased	Free
Single creator	Multiple collaborators
Proprietary code	Open source
Copyrighted content	Shared content

Note. Adapted from “*Web 2.0 new tools, new schools*”, by G. Solomon and L. Schrum, 2007, USA: Eugene, International Society for Technology in Education, p. 23.

These distinctions are significant in understanding the opportunities that Web 2.0 technologies give to users. As can be seen from the table, users are the receivers of the content and are more restricted in ways of access and reaching the information in Web 1.0, whereas now it is easier for the users to reach this information freely, to be more interactive, and have the chance to publish or share materials in a textual, visual or audio forms with the help of social networking sites, blogs and wikis.

Warschauer and Grimes (2007) point out the ‘key distinction’ utilised by O’Reilly (2007) which emphasizes the distinction between publication in Web 1.0 and participation in Web 2.0 to stress that Web 1.0 tools transfer the information to users, however users are more active in creating the information in Web 2.0. Solomon and Schrum (2007) define the term Web 2.0 as a large number of tools that enable people to interact with information in a useful way which is growing continuously. According to Butler (2012), Web 2.0 is several arrays of web based applications that permit the users to communicate with people all around the world and construct the content in a collaborative way.

Web 2.0 technologies have opened a new era without a doubt by crossing the barriers of Web 1.0. Now, people are able to communicate with each other faster; reach, create and share information easily; work together and create social networks with the help of Web 2.0 tools such as blogs, wikis, podcasts and social networks, many of which are free of charge and open to public use. Thanks to these tools people can share videos, photos and ideas with each other and make comments on the works or sharing of others which enhance interconnection between people (Solomon & Schrum, 2007; Cronin, 2009; Wang & Vasquez, 2012).

2.3.1. Use of Web 2.0 Technologies in Language Learning

Today in the 21st century, learners are born into a digital world so they are ‘digital natives’ as Prensky (2001) calls them. Their environment is equipped with digital technologies and from very early ages they start to use these tools for entertainment and communication reasons such as playing games, watching videos, listening to music, chatting, messaging and tweeting via laptops, tablets, mobile phones or other devices. However, as the previous generations which are the educators of today, become familiar with the rapidly developing technology, they try harder to use or keep in touch with new technological innovations than the digital natives of today. Prensky calls the early generations ‘digital immigrants’ those, who are not born in a digital world, yet try to be involved. As a natural result of this, learners of today spend most of their time using technological devices in many aspects of their lives easier and faster. So the role of educators should follow and use the technological innovations which are an inseparable part of their learners’ lives in the best way. Considering the unlimited amount of knowledge and resources on the Internet, and the many programs which may serve as a distractor, instructors should develop new ways to guide their learners in the process of choosing and using the most appropriate tools in order to turn their technological ability into an advantage in the learning environment.

Mottermam and Sharma (2009) find Web 2.0 technologies very beneficial for language learning in a blended world if language teachers provide appropriate materials and activities considering the needs of their learners. There exists all kinds of authentic and useful materials; most of them are free of charge for example YouTube and Wikipedia. Web 2.0 tools offer learners the chance to be social textually, orally, visually, and aurally. In blogs, wikis, Google Docs, Msn, Google Talk and forums, text

is very significant and they can also give the chance to practice spoken language in writing with the text chat. Some programs like MSN, Skype, Google Talk, WizIQ can not only be used for oral communication one to one, , but also in groups and video conferencing exchanges. Podcasting is also used for audio purposes (Mottermam and Sharma, 2009).

Wang and Vasquez (2012) interpret that the subjects investigated in computer assisted language learning have been tremendously increased by concentrating more on recent subjects such as learners' identities, online collaboration and learning communities which are different from previous research that focus on the traditional four language skills areas within the language learning environments equipped with Web 2.0 technologies (Wang, & Vasquez, 2012).

There has been an intensive amount of research on the use of Web 2.0 in the language classroom. The study of Wang and Vasquez (2012), which investigated the existing research on Web 2.0 tools and their relations with language learning from 2005 to 2009 reveal 43 empirical studies published in 15 journals. This study of Wang and Vasquez exposes that use of Web 2.0 technologies has various benefits to learners such as enhancing a collaborative, social and relaxed learning environment where learners interact and collaborate with each other. Web 2.0 technologies also improve the writing skills of learners, and enhance confidence in writing. Their study indicates that more than half of the research about Web 2.0 technologies is on blogs and wikis (35% and 23% respectively). 3D virtual world and podcasts are the next largest (with a further 12% each). Solomon and Schrum (2007) reveal that podcasts, blogs and wikis have been among the most commonly utilised Web 2.0 tools. Similarly, Liu, Kalk, Kinney and Orr (2012) indicate the most common researched Web 2.0 tools were blogs with 30.5%, wikis with 23.6%, podcasts with 18%, social network with 18%, and Virtual Reality (VR) with 9.7%. According to these results, blogs and wikis are most commonly researched tools, whereas podcasts and social networks are also gaining popularity.

As depicted in related literature, blogs, wikis, podcasts and social network sites have been popular since the development of Web 2.0 technologies and have the potential to support language learning with their ease of accessibility, independency of time and place, unlimited sources of knowledge and multiple communication means. In addition, “technology can also make it possible to adopt new and arguably better approaches to instruction and/or change the content or context of learning, instruction,

and assessment” (Lawless & Pellegrino, 2007, p. 581); yet it is the role of the instructors to understand the importance of new technologies which constitutes a large part of our lives and put these technologies into action. Within this respect, motivation and self-efficacy of instructors play a significant role. In their study, Hermans, Tondeur, van Braak, and Valcke (2008) present the beliefs of instructors as an important determiner in the instructors’ use of computers in their teaching. Moreover, they put forward the positive effects of constructivist beliefs of instructors on their use of computer technologies. As a consequence, instructors who adapted a constructivist, collaborative learning environment should believe in the benefits of technologies in the learning process and should be equipped sufficiently to implement these technologies for their learners. To achieve this, instructors should be trained so that they can implement digital technologies successfully in their classes; nevertheless the quality and the content of the training are of great importance in this respect. Solomon and Schrum (2007) express that learners can master the skills of the 21st century when instructors are well educated and assist in the necessary type of instruction. In addition; the ability to implement technology in order to improve the content, knowledge and skills of 21st century information and communications technology (ICT) is necessary. According to Power and Thomas (2007), the support of the institution and the access to the needed hardware and software as well as the training carried out should be provided in effective ways.

Learners of today, as mentioned previously, spend most of their time using technological tools which is a natural result of this era. They are the “Net Generation” (Oblinger and Oblinger, 2005, p. 13) who does not have to put in as much effort as previous generations in order to use digital technologies in their daily lives. Thus, they are ahead of the educators in using Web 2.0 tools. However, it is the educators that guide learners to use these tools most appropriately for their needs in an academic framework. According to the results of North Central Regional Educational Laboratory NCREL (2003) the gap between how students live and how they learn should be minimized. Otherwise the education system of today will be inadequate in answering the needs of this era. As Bryant (2006) mentioned Web 2.0 technologies enhance the participation, communication, personalization and productivity which are necessary in a networked era to be called as educated. Within a reshaped educational framework, learners and instructors would be able to connect, collaborate and run shared projects locally, nationally and internationally within groups or individually. The challenging

point for McLoughlin and Lee (2008) is that learning should be open to new tools and strategies and organised in accordance. Similarly Solomon and Schrum (2007) indicate that the world of education should be familiar with the innovations and changes in the web in order to prepare the learners for new occasions. As the learners are mostly interested in the outer world rather than being in school and sitting in class, instructors should find solutions which grab the attention and interest of their learners. In order to enhance the motivation of their learners, to facilitate the learning, the instructors should develop new methods that fit the digital world considering the interests and the needs of their learners and maybe working together in this process to make the most appropriate decisions and save time. According to Jones (2001) it is important to incorporate new technologies into the learning environment as they attract and motivate the learners.

The study by Lei (2009) which was conducted on pre-service teachers reveals that although most of the participants are familiar with computers and believe the positive impact of technology use in teaching and learning process, their confidence in technology use is not particularly high. He interprets in his study that even if they believe the positive effect of using technology in the classroom and give importance to integrating it into the learning environment, they are not proficient in how to facilitate this integration (Lei, 2009). As a result, pre-service teachers should be well trained so that they are more motivated and capable of integrating the technology into their classes in the best way.

Another study was by Yeung, Lim, Tay, Lam-Chiang and Hui (2012) which was conducted with pre-service teachers in Singapore and studied to what extent, and to what level, they are confident in using technologies both in their personal lives and in their teaching. The results revealed that computer software is used more for personal use than for teaching purposes. Those most frequently used were checking an online dictionary, web browsing, searching, e-mailing and computer software, whereas the least frequently used were audio recording, video recording and global positioning system (GPS). There were correlations between confidence and use of technology as the top two frequently used technologies, which are e-mailing and web browsing, were expressed as the ones that participants felt greatest confidence in whereas participants were least confident with GPS and audio recording.. It was interpreted by the researchers that 'lack of exposure to and understanding of these technologies may lead to less use of them'. Both confidence and actual use of audio and video recording were relatively low and that may be eliminated by presenting the younger generations with

the relevancy of these technologies within a well programmed pedagogical design, so that they will use and gain benefit from the cheapness and efficiency of these technologies. Another finding of the study is that, although the use and confidence are positively related, confidence of the participants is higher than the actual use. So it is seen that lack of use of some technologies may not only result from the lack of confidence. According to the researchers, it may actually be a matter of choice and if the individuals were not given enough time to engage with a range of daily used technologies, none of the technologies would receive sufficient attention. They recommended that it is significant to enhance the confidence of pre-service teachers toward the use of technologies in their teaching and guide them to understand the 'relevancy' of technologies in an education platform (Yeung, et al., 2012).

2.3.2. Disadvantages of Web 2.0 Tools

Although Web 2.0 tools have many advantages for the learning environment, there are also some disadvantages. First, learners must have computers, laptops or other digital devices and Internet access to use Web 2.0 tools easily; otherwise they have to go to libraries or Internet cafes which require spending much more time and effort accomplishing their work. Secondly they must be computer literate and have the ability to use such tools. Using social networks such as facebook or twitter or playing computer games are not enough to consider the learners capable of using all the Web 2.0 tools appropriately. Indeed, the incapability of the learners in using web tools would take extra time and thus, affect their motivation. Instructors should guide and motivate their learners in this process in order to enhance their use of Web 2.0 tools in the most effective way. Thirdly, the content on the net may not be reliable as it can be easily changed by people who aim to fabricate misleading information (Kessler, 2009). As Cummings (2008) emphasizes, it is hard to differentiate the right and wrong and trust the reliability of what is written in a collaborative and anonymous environment as in wikis, twitter, facebook etc. where everyone shares and many entries are posted.

Some instructors and parents have worries with the use of Web 2.0 tools owing to the fact that in some cases using such tools may be distracting for the individuals learning. For instance, blogs are open to the public which may affect some learners especially the ones who have lower self-esteem and who are introverted. They may not want to share their own ideas and thoughts in a platform where everyone can see and

comment on them easily. This difference in the personality type of some learners may be viewed as the failure of these types of learners. However instructors who take into consideration the personality types of their learners and who have the chance to observe their learners in the classroom atmosphere can identify these kinds of their learners in time and can eliminate this disadvantage. Another example is that most of the social networks such as twitter and facebook are not primarily aimed at education and using such tools in an educational framework may turn into a disadvantage for some learners especially the youngsters as they contain too many attention distracters which may result in time wasting. Even if the learners who have similar purposes can create special groups in facebook, when the chat availability is open and the group members are discussing and sharing ideas with each other, messages from other friends will no doubt preoccupy the learners. Another distracter may be the instant sharing or tweets of other friends. During the discussions with some of the participants of this study who have already had special groups in facebook and blended a course with facebook this issue was pointed out. Some of the instructors also hesitate to use web tools in their teaching as they have concerns about losing the control during the process because in many of these tools, specific authorization is not determined. Taken into consideration these disadvantages, a specific interactive web site was created for this study so without losing the attention, learners did their tasks and shared their ideas and work.

2.4. Constructivism in Education

Instructivism was the prevalent psychological resource for instructional technology (Duffy & Jonassen, 1991). Instructionists emphasize the significance of instructional system design model that has clearly identified learning objectives. (Reeves & Reeves, 1997). It is important for the systematic identification of what and how it is to be taught. In instructional systems model, the emphasis is on the skills to be taught. The behaviours of the learners are also evaluated in accordance with the objectives. The purpose of the evaluation is to revise the instruction. The polarized theory of instructivism is constructivism. In 1955, Kelly based constructivism on a fundamental postulate and 11 corollaries in *The Psychology of Personal Constructs* (Kelly, 1955). According to Kelly, "A person's processes are psychologically channelized by the ways in which he anticipates events". He views the "man as scientist" who anticipates the world according to his own way through experiences.

Constructivists claim that the learning and constructing knowledge of a learner is not systematic. Knowledge is constructed socially using language (Vygotsky, 1962) and everyone has various social experiences thus various realities and knowledge exist (Jonassen, 1996). This is known as *co-constructivism* or social *social constructivism*. Knowledge is constructed in the environment it is exposed to by social and collaborative practices (Vygotsky, 1962). Even though, knowledge is constructed socially and collaboratively through dialogue, the conversations with the same people and understanding of each person is unique. Constructing knowledge is a sociolinguistic process which is built on the previous knowledge resulting in multiple dimensions of reality (Spiro & Jehng, 1990; Sprio, Feltovich, Jacobson, & Coulson, 1991). According to this view, shared meanings through social interactions and conversations in a language construct the knowledge of reality (Kuhn, 1962; Vygotsky, 1978), thus constructing knowledge is related with the whole context as well as an individual.

As social interaction aids the construction of learners, educators should motivate their learners to participate to the discussions in the class and express their views and thoughts. Educators with a constructivist view should also give priority to the activities that represent real life for each learner in order to bring the previous knowledge of the learners to enhance their construction of new knowledge. Recent advancements in communication technologies enhance an interactive environment that facilitates constructivist principals. For this reason, constructivism has become popular in technology mediated learning environments, recently.

2.4.1. Pre-service Teacher Education in Constructivist Settings

Constructivism improves the confidence, motivation and competence of prospective teachers. According to Lester and Onore (1990) constructivism contributes both to the personal and professional development of the teachers. They also claimed that personal beliefs of teachers especially their definition of knowledge are effective on the amount of change they can experience as we all view the world form our own personal construct systems so the beliefs of teachers about teaching and learning affect how they think and act as teachers.

It is compulsory to revise and design teacher education programs in constructivist settings and train the pre-service and in-service teachers in accordance so as to create constructivist settings for learners (Airasian and Walsh, 1997; Dana,

Campbell and Lunetta, 1997; Symansky, 1992, cited in Henriques, 1997; Zohar, 1999). Studies in this respect revealed that prospective teachers who are trained in constructivist settings appear to be effective constructivist teachers (Hassard, 1999; Krol and Black, 1993; Simon and Schifter, 1991) and their traditional conceptions of teaching and learning also changed with the contemporary ones (Condon, Clyde, Kyle and Hovda, 1993; Hand, Lovejoy and Balaam, 1991; Steele and Widman, 1997; Stofflett, 1993; cited in Kesal, 2003). The study of McIsaac (1987) revealed that instructors are reluctant to use different technologies and computers in their classes due to the fact that instructors and pre-service teachers are not competent in using such technologies. So the training of pre-service teachers on how to use instructional technology in their classes and raising their awareness about the positive outcomes and drawbacks of using such technologies are significant (Kesal, 2003).

2.4.2. Constructivism in Turkey

The major principles of Turkish teacher education program which has undergone a change in 1998 (Türkiye Cumhuriyeti Yüksek Öğretim Kurulu (YÖK), 1998a; YÖK, 1998b) are in line with the constructivist approach. Yet, the implementation of the program in the classroom is as crucial as the program itself on paper. There is not much recent research conducted in this field in Turkey. The first empirical study related to constructivism was conducted by Demirel et al. (2000) and the study of Yaşar (1988) was the first theoretical study based on the literature review so according to Kesal (2003) the existence of constructivism in Turkish Faculties of Education and the factors affecting perception of classroom characteristics should be investigated. Until recently, the traditional way of teaching has been dominant in Turkey so the new educational system accepted in 1998 is expected to have an important effect on the current classroom characteristics and instructional practices (Kesal, 2003).

The use of technology in a constructivist classroom is significant in facilitating learning. Tuluk and Baki (1999) conducted a study among prospective teachers to understand their attitudes towards computer assisted instruction. The results revealed that the prospective teachers had positive attitudes towards the use of computers in teaching and they were tended to use this technology in their classes as teaching and learning instruments.

Kesal (2003) stated that prospective teachers are educated in a way that they enhance learners' reflective and creative thinking, communication and collaboration skills and meet their learning needs in a constructivist teacher education program (Bonstetter, 1998; Demirel, Taş, Tüfekçi, Yazçayır and Yurdakul, 2000; Johnson and Johnson 1987, cited in Crowther, 1997; Smerdon et al., 1999; Windschitl).

2.5. Podcasting

The word podcasting is first utilized by Hammersley (2004) in an article of the Guardian. It is a compound word formed from the combination of the words 'iPod' and 'broadcasting' and used to describe the broadcasting of audio files that can be listened to on iPods, a portable digital audio player of the Apple Computer Corporation which allows users to download music from their computer directly to the device for later listening (Bankhofer, 2005). However, it is more than just its terminology as podcasts are the combinations of any software and hardware that allows automatic downloading of audio files and can be accessed by any computer or digital device that can play media files. Braun (2007) defined podcasts as downloadable audio and video files to computers and/or to portable audio and video devices that are open to subscription and developed continuously. To make a simple definition, podcasts are audio or video MP3/MP4 recordings that are uploaded onto the Internet and can be directly downloaded to computers, mobile devices, MP3 players, even cameras and can be listened to at any time. Subscription feeds are also available with Really Simple Syndication notification that informs the subscriber automatically when there is a new podcast. It is similar to a radio broadcast, but is over the Internet. There are various podcasts such as television podcasts, radio podcasts, and classroom podcasts, individual podcasts and group podcasts. Television, radio and classroom podcasts are existing programs and lectures turned into podcasts, whereas, individual and group podcasts are specific and have multiple purposes (Hasan and Hoon, 2012).

Most of the participants (in this study?) own MP3 players and mobile phones that have the ability to play podcasts. In a survey conducted in UK (BMRB, March 2007) revealed that 69% of youngsters and 32% of adults owned an MP3 player and nearly four million people use their mobile phones as MP3 players. Another survey in Europe indicated that over 7% have their own portable music player in 2006 but was at two percent in 2004 (Screen Digest cited in BBC, 2006) (Edirisingha, Rizzi, Nie,

Rothwell, 2007). As a consequence, podcasting has become popular and increasing attention has recently been given to the use of podcasting for various reasons.

2.5.1. Podcasting in Language Learning

Harris and Park (2008) investigated the educational usage of podcasting and explained it from three angles. For lecturers, learners can be more flexible and free with wriggling themselves out of the traditional classrooms and communicate and interact directly with each other. For learners, podcasting can provide repeated learning and effective use of time as it is flexible and inexpensive. Supplying ownership of user preference, it also meets the needs of knowledge ownership of individuals. For the universities, podcasting enhances communication by addressing more extensive groups, facilitating lifelong learning, supplying knowledge sharing and interdisciplinary collaboration. Furthermore, Harris and Park also present four characteristics of educational podcasting. These are: 1) Teaching driven podcasting which was previously restricted with one-way communication from teachers to learners but now provide two – way communication which enhances an effective teaching and learning platform by providing additional lecture content, seminar or academic material, repeating and summarising the lecture and personnel interviews. 2) Service-driven podcasting that gives users many choices of interaction or private conversation whereby users can reach relevant streams of content and information. Universities use such kind of podcasts to broadcast news and timely information, enhance communication and provide sensory-aid support which aid students who are dyslexic. 3) Marketing-driven podcasting that is used as a marketing delivery system in order to attract the attention of prospective learners in an increasingly competitive atmosphere by making university tours, news and so on and 4) Technology driven podcasting which is used to support teaching method by sharing teaching practices as the utilization of any technology can be beneficial for instructors in teaching about podcasting (Harris & Park, 2008).

Monk, Ozawa and Thomas (2006) delved into the use of iPods in English language education at a Japanese University. They provided authentic podcasts as a supplementary tool to prepare the learners of English for semester examinations. According to the results, most of the learners are unaware of the recourses. They did not find the resources useful at all and they seldom, if ever, downloaded the audio files. 15% of learners considered their instructors made beneficial use of iPods. The negative

perceptions of the learners may result from the instructors not providing a pedagogical method to the podcasts designed in order to support the learning of the participants.

Abdous, Camarena and Facer (2009) searched the educational advantages of podcasting by creating two types of classes. In some classes podcasts were integrated into the curriculum and in the others they were used as a supplementary tool. Supplementary was defined as an unplanned use of podcasting provided by the lecturer for later use or review and integrated podcasts are planned and designed to be integrated to various instructional activities. The results revealed that learners found podcasting useful to improve their language skills as well as knowledge of vocabulary and grammatical rules. Learners also indicated that podcasting improved their study habits in general, but a larger number of learners in the podcast integrated classes rated the benefits of podcasting higher in completing their assignments, ease of getting feedback from their instructors and improving their knowledge of grammatical rules. The researchers indicate that podcasting can be an effective tool for the improvement of language skills if it is used for a variety of instructional purposes as learners found podcasts more useful when they are used in this manner. Moreover, as podcasts necessitate little technical support and portable devices such as Mp3 are inexpensive, podcasting can serve as an easily accessible and economical tool for the learners who are mostly mobile learners today (Abdous, et al., 2009).

Podcasting is a tool that integrates approaches and methods of language learning into action as there is not any approach that underlines podcasting. Hence, constructivism which interprets learning as an active process of constructing knowledge through experience and especially social constructivism which emphasizes real language use in a meaningful and authentic context, is significant for the utilization of podcasts for learning purposes. When learners are listening to podcasts, they are actively reflecting and making meaning using their previous knowledge. Rosell-Aguilar (2007) suggests that podcasting is deeply related to constructivism as learners construct knowledge through active exploration, observation, processing and interpretation. Thorne and Payne (2005) emphasize that podcasts present language learner with authentic materials and samples of real language.

Ng'ambi and Lombe (2011) conducted two case studies integrating podcasts in learning design, one tightly mandated and one optional, into the curriculum to maintain an approach for utilising podcasts in a constructivist perspective in order to facilitate learning. They found out that podcasts are beneficial tools for enhancing learning, yet

the extent of this is bound to environmental and pedagogical features. Within a constructivist learning environment and integrated into a curriculum, podcasts enhance the learning of students who engage with content critically and consequently construct academic knowledge.

Edirisingha, Rizzi, Nie, Rothwell (2007) researched the benefits of podcasts on the improvement of learners' learning and study skills as well as portfolio development and presentation skills by integrating six specifically developed podcasts into a module at Kingston University. Findings of the study revealed that podcasts support learners' preparation for assessed work, workshops, seminars and enhanced previous advice on portfolio and presentations. Learners' lack of previous experience with podcasting, as only 9% of participants had previous experience, is one of the reasons for the low level of regular access to podcasts. In the light of these findings, they also developed a model based on the three main features of podcasts that expedite student's learning process: 'learner choice and flexibility offered by podcasts; tacit knowledge and experience of peers conveyed in discussions; and a sense of informality brought into formal learning'.

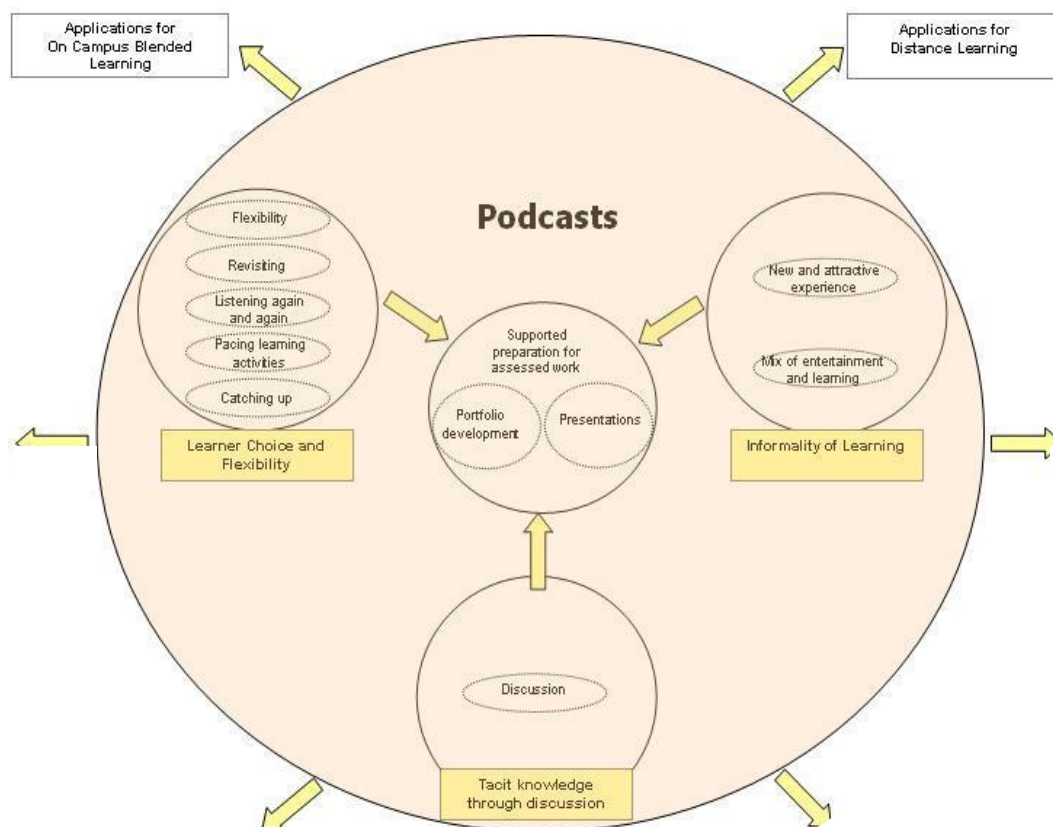


Figure 1. Podcasts' features in facilitating learning Edirisingha, Rizzi, Nie, Rothwell, 2007, p100.

Similarly, in the Horizon report which was conducted by the new media consortium and Eduscause (2007), it is stressed that even though most of the scholars are interested in the use of podcasts for academic learning, there should be profound thought, development models and guidelines built on best practice and sound principles in an educational contexts taking advantage of podcasting in academic learning is not the same as using this tool for entertainment and exchanging ideas among peers.

Carvalho, Moura and Cruz (2006) described four studies among different levels of students, from undergraduate to graduate, in Portuguese to understand how learners react to the use of podcasts in learning. The majority of the learners enjoyed listening to podcasts, but some undergraduate students, who were used to reading, preferred written text. The graduate students liked to listen to feedback on their assignments and found podcasts beneficial in promoting a sense of proximity to the teacher.

Ducate and Lomicka (2009) utilised podcasts as a tool to improve pronunciation skills of learners in their study which was conducted with 22 intermediate level of German and French learners. They recorded five scripted pronunciation recordings each throughout the term and three extemporaneous podcasts afterwards. Learners' attitudes toward pronunciation were assessed by (Pronunciation Attitude Inventory) PAI survey which was based on Elliot (1995). According to the results, learners' pronunciation did not improve significantly with regard to strength of accent and comprehensibility. This may be due to the fact that 16 weeks is not enough for a significant improvement and there was no in-class pronunciation practice.

Hasan and Hoon (2013) reviewed 20 recent studies related to the application of podcasting into language learning in order to identify its impacts on the language skills and attitudes of the ESL learners. Overall findings revealed that podcasting improves listening skills in particular and other language skills such as pronunciation, grammar and vocabulary in general. Yet most of the studies reviewed had a small sample size and based their findings mostly on the respondents' self-reported data such as questionnaires and interviews, which is a limitation on the reviewed studies' merit, as the reviewed studies investigated the perceptions and attitudes towards podcasting have positive results. A preponderance of the respondents had a positive attitude as they found the method of using podcasts in language learning enjoyable and also beneficial for improving their language skills. One of the reasons for the positive perceptions is the flexibility of the use of podcasting. As learners can listen to the podcasts at their own time and pace, they can reach the materials they missed or didn't understand anytime

and anywhere. Hasan and Hoon concluded that from all accounts of the studies, the prevailing attitudes toward podcast technology were positive and the integration of podcasting into the language learning can enhance academic performance, motivation and promote learning. Podcasting is also perceived as an influential learning method in many aspects of the area such as culture and history of the target language. They also summarised the podcast research studies within a table which presents the author, aim, research method, data collection method and sample size of the reviewed studies.

Table 2.

Summary of Podcast Research Studies

Authors name	Research aim / objective	Research method	Data collection method	Sample size
O'Bryan &Hegelheimer (2007)	Implemented podcasts into academic English to find out language learning strategies	Quasi-experimental	Survey, pre-and Post-test	Not given
Chan et al (2011)	Investigated students' perceptions of and attitudes towards podcast-Based Learning	Descriptive	Questionnaire	120
Lee and Chan (2007)	Assessed the use of podcasts to provide additional listening materials to distance learners	Descriptive	Survey, interview	Not given
Artyushina et al. (2011)	Investigated how students can improve listening through podcast	Descriptive	Survey	180
Kennedy (2011)	Scrutinized the effects of using content acquisition podcasts (CAPs) to provide vocabulary instruction to adolescents with and without learning disabilities (LD).	Experimental	Pre and post tests	
Li (2010)	Examined students' perceptions of using podcasts to develop language skills	Mixed Methods	Interview, questionnaire	16
Kavaliauskienė &Anusienė (2009)	Pointed out the difficulties students faced in listening to various podcasts	Descriptive	Survey	285
Ashton-hay & Brookes (2007)	Evaluated the use of student podcasts to raise awareness of language learning strategies	Descriptive	Quest., Interview	Not Given
Ducate&Lomicka (2009)	Investigated podcasting as a tool for developing students' pronunciation	Mixed Method	Survey, pre and post tests	22

(Table 2. Continue)

Istanto (2011)	Reported on the use of podcasting as a medium in language learning to enhance students' learning experiences beyond classroom instruction.	Descriptive	Survey	20
Lord (2008)	Examined the change of students' attitudes toward foreign language pronunciation after using podcasts	Mixed Method	Survey, questionnaire pre and post tests	19
Hawke (2010)	Analysed how science students can improve their scientific English listening skills using a portable MP3	Descriptive	Survey	30
Kan (2011)	Evaluated language learning website for developing learners' listening skills	Qualitative	Website Contents	1
Knight (2010)	Aimed to assess how exercise podcasts for phonetics are used and perceived by second year speech and language therapy students	Descriptive	Survey	36
Edirisinga (2007)	Investigated the benefits of integrating podcasts into a first year undergraduate module on English Language and Communication	Descriptive	Interview, Quest.	35
Ashraf, Noroozi& Salami (2011)	Aimed at measuring the effect of using educational podcasts on the development of listening skill of some Iranian EFL students	Experimental	Pre and post- tests, Interview	58
Borgia (2010)	Observed the effects of technology - based vocabulary instruction	Descriptive	Observation, Interview	
Kim & King (2011)	Investigated questions regarding students' actions, attitudes, and perceptions toward the instructional uses of podcasts and blogs in a core assignment	Case Study	Observation, interview	3
Abdous, Camarena & Facer (2009)	Compared the academic benefits of integrating podcasts into the curriculum against using them as a supplemental/review tool	Quasi-experimental	Post-test, interview	113
Putman & Kingsley (2009)	Investigated the effects of podcasts to enhance the development of science vocabulary	Quasi-experimental	Pre and post tests	58

Summary of Podcast Research Studies, Hasan and Hoon, 2013, p.134

2.5.2. Perceptions toward the utilization of Podcasts

Chan, Chi, Chin and Lin (2011) investigated two podcast projects conducted at a University in Singapore which aimed to supplement classroom instruction for Chinese and Korean as foreign languages. The researchers intended to collect data on the perceptions and attitudes of the learners towards language learning podcasting in order

to understand the relevancy of podcasts among learners' needs and expectations as well as the usefulness of podcasts for learning. Questionnaire surveys and semi-structured interviews revealed that although both Chinese and Korean learners had positive perceptions of the quality and efficiency of their course podcasts, Korean learners were significantly more positive and open to podcast based learning. Based on the analysis of their data, researchers proposed four factors to explain the differences in the perceptions between the Chinese and Korean learners: "1) the C1 podcast objectives and students' instrumental learning motivation; 2) the mismatch between some aspects of the C1 podcast design (length, frequency and topics) and students' expectations, needs and preferences; 3) differences in the level of teacher encouragement and student preparation; and 4) the influence of the experience of mobile learning on students' attitudes". The study also reveals that constant and strong teacher encouragement establishes positive perceptions amongst the learners and thus leads to more positive perceptions and attitudes toward language podcasts (Chan, et al., 2011, p.331).

Kim and King (2011) delved into the (English for Speakers of Other Languages) ESOL teacher candidates' action, attitudes and perceptions toward the use of podcasts and blogs in a core assignment. Kim and King's study presents how ESOL teacher candidates integrate podcasts and blogs while developing a case study for a specific English language learner (ELL) in a real-life classroom context. Observations, research field notes, interviews, emails, dialogue, and a pre-term anonymous survey constitute the data sources of this case study. Analysis of the reports and interviews of the participants indicated that integration of podcasting and blogging into the ELL classroom was enjoyable, effective and fundamental and can be useful for the future teaching of the teacher candidate. It also creates learning opportunities for younger learners, as well as indicating throughout the process, teacher candidates improved professionally as they interpreted resources, contexts and their learners.

Kardong-Edgren and Emerson (2010) conducted a descriptive study with undergraduate Bachelor of Science learners in a nursing program to identify the use and perceptions of podcasted course lectures. At the beginning of the study, even though learners owned MP3 players and iPods they were not familiar with the utilisation of educational podcasts. However; the learner use of podcasts increased as they become familiar with the format. Perceptions of the learners towards course podcasting were all positive. 88% of the learners reported that podcasts fostered their understanding of the material and 77% of the learners thought the use of podcasts were cause for

improvement in their course grades. Learners reported that the availability of podcasts did not change attendance in course; yet, 64% of students reported that podcasts let them attain the course content when they missed a lesson. In contradiction to the learners report, Faculty reported increased class absenteeism, thus it prompted various strategies for the learners attending to the course such as pop quizzes, class discussions and interactions.

Harrison, Smith and Yates (2009) investigated the perceptions of college level, private aviation pilot ground school course learners, towards the podcasts which had been created to clarify difficulties of previous classes and thus used as a supplementary tool for standard classroom presentation. At the end of the course both standardized tests and a questionnaire that surveyed five questions were distributed to determine the learners' perceptions of using podcasts and their effectiveness as a supplementary tool. Three main conclusions were deduced as a result of the surveys. First, learners had positive impressions of the podcasts as a facilitator to the introduction of necessary knowledge and as preparation for the quiz and test. Secondly, the majority of the learners had a favourable impression of the delivery method for attaining valuable knowledge and having fun at the same time, while also taking advantage from learning at their own pace and using random periods of free time throughout their dynamic lives. Finally, podcasts were found to be a precious supplement in the 21st century with the opportunity to load technically aeronautical subject matter into digital devices such as density altitude, aircraft cruise performance, cross wind components for landing, and aircraft weight and balance. These results were similar with the findings of Pastore (2008) who surveyed learners' perceptions of using podcasts in two educational technology classes consisting of undergraduate and graduate students in the department of education at Penn State University. According to the results of the survey, rather than accepting podcasts as replacements to classroom lectures and instructions, learners see them in the light of a valuable supplement to help their learning. It was also articulated that most of the participants of the survey had never used podcasts and over half of them were unaware of this technology which matches with Kardong-Edgren and Emerson (2010)'s description of the participants of their study at the beginning. So the researcher determines that podcast use is not as widespread in education as previously thought.

Li (2012) examined the perceptions of six secondary ESL (English as a Second Language) learners' perceptions in the application of podcasting as a learning tool while

learning English in Hong Kong. In this case study, interviews, journal writings and questionnaires were used as a data collecting instruments. After the pre-research interview three of the six learners who were enthusiastic in using new technologies in language learning, were chosen as the participants of the study. Results revealed that all three participants viewed podcasting as beneficial for language learning as it provided exposure to the target language and improved the learners' listening skills and habits. However, the style and length of podcasting was found to be important in triggering the interest of the learners, affecting their perceptions.

CHAPTER III

METHODOLOGY

3.1. Presentation

This chapter presents the methodology, which includes a detailed description of research design, data collection methods and process of data analysis. The researcher's role and trustworthiness issues about the research are also explained.

3.2. Selected Research Methodology: Mixed Type

Combining quantitative and qualitative approaches in research design and data collection, which is called as mixed-methods research, is more costly than a single method approach, in terms of time, money, and energy; yet, it provides the opportunity to observe data convergence or divergence in hypothesis testing that enhances the validity and reliability of the resulting data and strengthens causal inferences. Although each method has inherent strengths and weaknesses, mixed-methods research should be considered whenever possible in social science research (Abowitz & Toole, 2010). According to Johnson and Onwuegbuzie (2004), mixed methods design is a paradigm whose time has come and it is used in the published literature with an accelerated rate.

Triangulation that is the use of multiple methods of data collection can lead to internal validity, dependability or consistency (Lincoln & Guba, 1985, Merriam 1995).

In this study, mixed methods research design, composed of both qualitative and quantitative data, is used in order to ensure the triangulation and improve validity and reliability of the study. The qualitative data was gathered through open ended section of questionnaires, semi-structured interviews and pre-service language teachers replies on podcasts. The quantitative data was gathered from the questionnaire and podcast task replies from pre-service language teachers.

3.3. Participants

The participants of this study consisted of 22 university students from the Department of English Language Teaching at Cukurova University in Turkey. The students of this department undertake four years of language education and training to become English teachers at various institutions at different levels after successfully

completing this undergraduate program. The study was conducted with a group whose participants were students of a methodology course delivered in the first semester of the third year. Their ages ranged from twenty to twenty-three years and the first language of the participants is Turkish. The group consisted of 10 female and 12 male pre-service language teachers. Convenient sampling was used in this study. The participants enrolled in this course are computer literate and had Internet access. Nine of the participants have been abroad. Except for one participant, all of the participants were familiar with podcasts and listened to a podcast at least once before the study. Fifteen of the participants had also finished an advance online task. Podcasts were integrated into the course via a web site created specifically for this study and the process began with a lesson on this web site and podcasting. During the initial lesson, pre-service language teachers were presented with basic fundamental information on podcast use, and informed and guided on web site operation. The instructor of the course and the researcher worked together throughout the study.

3.4. Data Collection Tools

Various data collection tools were used to gather both qualitative and quantitative data. This diversity of the data collection tools eliminated the hazards regarding reliability, validity and assured triangulation. Data collection tools of the study were questionnaires, interviews and the reflections of the participants.

3.4.1. Questionnaire

The questionnaire which was given to pre-service language teachers at both the beginning and the end of the implementation was piloted with 12 pre-service teachers beforehand. In light of the literature review done by the researcher, the items of the questionnaire were developed. After the evaluation of the items and any necessary changes completed, the questionnaire was conducted with the total study sample. The questionnaire consisted of semi-structured questions, written in English and translated into Turkish. The questionnaire was conducted at the beginning of the 2013-2014 academic year and at the end of the first term. Thirty minutes was given to the participants to answer the questions. The researcher clarified the questions when necessary and content analysis was used for the open ended questions. The themes were developed in accordance to the participants comments by the instructor and the

researcher together. Then, in order to attest frequency of the themes given by the participants, numerical values were assigned for the common themes first and a frequency test, including valid percentage and chi-square, was run subsequently. For the closed questions, The Statistical Package for the Social Sciences (SPSS 11.5) was used in order to run descriptive statistics.

3.4.2. Interview

To understand the perceptions of the pre-service language teachers and observe any plausible changes and possible underlying reasons, a semi structured interview was conducted at the beginning and the end of the program. The researcher formed interview questions based on related literature review and observations throughout the research process. After the classification, revision of the questions, and consultation with the thesis advisor, the final version of the questions was given. The first and second interview conducted with the whole class, a total of 22 participants. The duration of the interviews was approximately 180 minutes. The interviews were conducted face to face and individually, and the open-ended questions were asked one at a time, in English. Any questions of the interviewees were clarified and ambiguous responses were verified. The answers were also recorded and transcribed by the researcher and the instructor (see Appendix 1 and 2).

3.4.3. Web Site

Our aim was to run this specific study on a well-suited academic platform. For this reason, we have created an easily accessible, 85% dynamic and interactive web site. This web site consists of three parts: The first part is anonymous, giving general information about the web site and viewable by everyone. The second part is the pre-service language teachers' panel and the third part is the instructors' panel. Once we had created an algorithm and decided which elements we would use regarding the aim of the study, we specified the role and relation of the pre-service language teachers and instructors at the site and authorized them in accordance. The participants of our study were pre-service language teachers involved in the *Teaching Language Skills Course* so we also authorized the administrator, the instructor, to activate accounts from the administrative panel and prevent irrelevant participant accounts.

At the site, participants first come across an introductory screen, where they are asked for their user name and password. Upon filling in their user names and passwords, provided for the participants in advance, the learners' page becomes visible.



Figure 2. Introductory page of the Web-Embedded course: podcasts in the course of Teaching Language Skills

The introductory page consists of several beneficial content modules such as general information, about podcasting, a guide, announcements, contact, teachers and technology, a welcome and a link to the accompanying pages. In the upper right-hand corner of the page, there are learners' and instructors' access. When logging in from the learners' access icon, a separate, participant specific page appears on the screen.



Figure 3. Access icon for the access of the pre-service language teachers to pre-service language teachers' web page



Figure 4. Pre-service language teachers' web page on Teaching Language Skills Course web platform

On this screen along with the anonymous bar, an extra bar that can only be seen by the participants is visible. The content modules on this bar are the aim of the study,

the syllabus of the course content and podcasts which comprise all of the podcasts broadcast throughout the semester. By setting this extra bar, we aimed to make the materials available for the participants even on weeks closed by the instructor. On the left side of the page, the weeks that are uploaded from the instructors' panel are sectioned vertically in sequence and all documents and tasks related to that week are included in the relevant week's section. Each section is activated at the beginning of the week relevant to the syllabus. The aim of this design is to let the participants easily reach and move amongst the weeks. The weeks are left accessible during the time given by the instructor.

The screenshot displays the 'YDI - 305 Teaching Language Skills' web interface. At the top, there's a red header with 'Privacy & Terms', 'Students' access', and 'Instructors' access'. Below this is a navigation bar with links: 'Main Page', 'General Info', 'About Podcasting', 'Guide', 'Announcements', and 'Contact'. A central navigation bar contains buttons for 'Home', 'Any of the Study', 'Podcasts', 'Options', and 'Exit'. The main content area is titled 'Week One' and 'Unit One - Grammar 1'. On the left, a vertical sidebar lists 'Pre - Questionnaire', 'Week One', 'Week Two', 'Week Three', 'Week Four', 'Week Five', 'Week Six', 'Week Seven', 'Week Eight', and 'Week Nine'. The 'Week One' section is highlighted. The main content for 'Unit One - Grammar 1' includes a 'Download' button, 'Voiced by: Kevin Gamage', 'Duration: 1:44 Sec.', and 'Size: 2.38 Mb'. Below this, 'Week One - Tasks' are listed: 1. 'In which of the following statements is it true that the speaker has some schematic knowledge?' with options a. 'The red one please, A.I. Thanks.' and b. 'The book says that two centuries after the victory of the grammar...'; 2. 'As a prospective language teacher, how could you trigger schematic knowledge of your students in a grammar lesson? Give Examples.' There are three text input fields labeled 'your answer is:', 'your attachments:', and 'your reflection:'. The 'your attachments:' field contains a file named 'Gizlenler duyulur sizin sunumunuzunuzdu...' with a size of '49 mB'. A 'Send' button is at the bottom right. A footer note states: 'This webpage is designed for a Master's thesis study conducted in University of Ankara's English Language Teaching Department.'

Figure 5. Sample web page depicting the content of the first week

In each week, pre-service language teachers could listen to the podcasts online by clicking on the box giving detailed information about the intended podcast. In addition, using the download button, they could download the podcast to their computers and mobile devices enabling them to listen to the podcasts at any time. Each podcast was also accompanied by a related task and a reflection. Pre-service language teachers were able to write their answers to the space below the tasks. Furthermore, a section had been set up where pre-service language teachers have the chance to upload audio, video or written documents. This was done to help the pre-service language teachers express themselves better without feeling stressed to fulfil the tasks online and also to work on them deeply. The reflection was included each week so that pre-service language teachers had the regular chance to reflect deeply upon the podcasts and related tasks. This facilitated the instructor's observations towards not only the feelings and thoughts of the pre-service language teachers each week, but any changes in these reflections as well. The work of the other learners for the same week was also placed on the page via a link. When the link was clicked, they reached the answers page where they can attain their peers' answers, listed individually, for that specific week. As a consequence, the interaction between the pre-service language teachers was enhanced. On this page, answers for previous weeks were also sequenced vertically to let the pre-service language teachers view the answers in order. If the answer was not written in the space under the task, pre-service language teachers could download the work of their peers from an attachment tab.

The screenshot shows a web page for the course "YDI - 305 Teaching Language Skills" with the subtitle "education with podcasting". The header is red and contains links for "Privacy & Terms", "Instructors' access", and "Students' access". Below the header, the main title "YDI - 305 Teaching Language Skills" is displayed in a large, bold font, followed by the subtitle "education with podcasting". A secondary navigation bar includes links for "Main Page", "General Info", "About Podcasting", "Guide", "Announcements", and "Contact". Below this, a dark grey bar contains buttons for "Home", "Set of the Study", "Podcasts", "Updates", and "Exit".

The main content area is divided into a sidebar and a main section. The sidebar, on the left, is titled "Welcome H. F." and contains a list of links: "Pre - Questionnaire", "Week One", "Week Two", "Week Three", "Week Four", "Week Five", "Week Six", "Week Seven", "Week Eight", and "Week Nine". Below these links is a link for "Answers For Week".

The main section, titled "Answer From H. E.", contains three distinct areas:

- Task:** A text box containing a paragraph about schematic knowledge. It discusses how schematic knowledge is used in communication and how it can be triggered by background information. The text mentions that schematic knowledge is not enough for communication and that it can be triggered by background information.
- Attachment:** A section with a heading "Attachment" and a link "If you want to download H.'s attachment file Click Here".
- Reflection:** A section with a heading "Reflection" and a text box containing a paragraph about the importance of schematic knowledge in English writing courses. It states that schematic knowledge is the knowledge of the world, and it is important to understand the subject from real life. It also mentions that schematic knowledge can be triggered by background information.

At the bottom of the page, a red footer contains the text: "This webpage is designed for a Master's thesis study conducted at University of Sakarya English Language Teaching Department".

Figure 6. Sample web page reflecting the answers of participants of the *Teaching Language Skills Course*.

[Privacy & Terms](#)
[Teachers' access](#)
[Students' access](#)

YDI - 305 Teaching Language Skills

education with podcasting

[Main Page](#)
[General Info](#)
[About Podcasting](#)
[Guide](#)
[Announcements](#)
[Contact](#)

[Home](#)
[Aim of the Study](#)
[podcasts](#)
[syllabus](#)
[Exit](#)

Welcome
H. E.

Pre - Questionnaire

Week One

Week Two

Week Three

Week Four

Week Five

Week Six

Week Seven

Week Eight

Week Nine

Answers For Week

Answers List

H. S.	9a 30June 10.0.6.2023 Tar Hinde Blind
H. G.	9a 30June 10.0.6.2023 Tar Hinde Blind
H. E.	9a 30June 10.0.6.2023 Tar Hinde Blind
H. A.	9a 30June 10.0.6.2023 Tar Hinde Blind
H. D.	9a 30June 10.0.6.2023 Tar Hinde Blind
T. S.	9a 30June 10.0.6.2023 Tar Hinde Blind
G. Y.	9a 30June 10.0.6.2023 Tar Hinde Blind
C. S.	9a 30June 10.0.6.2023 Tar Hinde Blind
A. Y.	9a 30June 10.0.6.2023 Tar Hinde Blind
U. Y.	9a 30June 10.0.6.2023 Tar Hinde Blind
S. Y.	9a 30June 10.0.6.2023 Tar Hinde Blind
C. S.	9a 30June 10.0.6.2023 Tar Hinde Blind
S. Y.	9a 30June 10.0.6.2023 Tar Hinde Blind
C. F.	9a 30June 10.0.6.2023 Tar Hinde Blind
A. S.	9a 30June 10.0.6.2023 Tar Hinde Blind
E. D.	9a 30June 10.0.6.2023 Tar Hinde Blind
E. S.	9a 30June 10.0.6.2023 Tar Hinde Blind
S. E.	9a 30June 10.0.6.2023 Tar Hinde Blind
D. S.	9a 30June 10.0.6.2023 Tar Hinde Blind
M. M.	9a 30June 10.0.6.2023 Tar Hinde Blind
Z. A.	9a 30June 10.0.6.2023 Tar Hinde Blind

Week One

Unit One - Grammar 1

This webpage is designed for a Master's thesis study conducted in University of Columbia, English Language Teaching Department

Figure 7. Answer list of the participants that performed the task for week 1.

The course instructor and the researcher log in from the instructors' access using their user names and passwords. In this panel they are authorized to add and delete participant; make announcements; upload podcasts, tasks and other documents; activate and deactivate weeks and see the number of online participants by day, week or total number.



Figure 8. Administrator access icon of the administrator's web page



Figure 9. Administrator web page on *Teaching Language Skills Course* web platform

A category of web programming and database was utilized in the process of programming this web site, and the application comprised four stages of platforms as the base:

1. Visual programming platforms; html, java, jquery, css and asp.net
2. Web programming platforms: c#, ado.net; asp.net; and sql language
3. Data base platforms: sql language and linq to sql
4. Testing and publishing: The testing was successfully done both in coding and first hand user experience on five different scanners, mobile devices and

smart phones using visual studio test management and thus became ready for publishing.

The programs used were Photoshop, Visual Studio, Framework4.0, Adonet4.0 and Muc 3.0.

3.5. The Course

The podcasts were integrated into a single, *Teaching Language Skills Course* for the pre-service language teacher education department and arranged for four hours a week per term. The program started in the Fall Semester 2013 and lasted 14 weeks. The course was divided into two parts by the instructor. Part 1 consisted of grammar, speaking and listening skills and part 2 of vocabulary, reading and writing skills. Lesson plans were formed in accordance with the Common European Framework (CEF) and the communicative competence of the pre-service language teachers was given priority during this process. At the beginning of the semester, the instructor and the researcher informed the participants about the study and the basis of the web-site and the course. In this first meeting, the researcher explained the content and aims of the web-site demonstrating the features of this site one by one. The participants were shown in detail, how to log into the web-site, to listen and download podcasts to their computers or mobile devices, to upload podcasts or related tasks, and view the works of their friends. The Course syllabus and the contents of each podcast are given in Appendix F.

3.5.1. Institution

This study was conducted at Çukurova University English Language Teaching Department in Adana, Turkey. It is a state university and one of the most prominent universities in Turkey. The learners gained entrance to Çukurova University according to the national university entrance examination. The majority of departments require a proficiency level in English so at the beginning of the first academic year, a proficiency test is held. The learners who do not pass the minimum 70% must take a preparation course before starting in their own department. The Department of Foreign Language Education at Cukurova University offers B.A., M.A. and PhD programs in English Language Teaching and applies a separate proficiency test in order to place the learners more accurately, according to their scores. The learners who require extra training

before starting the four year undergraduate program take a one year preparation course conducted specifically for the department. Students can take courses in four different disciplines which are English language; English literature; methodology; and linguistics. The learners are expected to be capable of working at any level of educational institution, hence it is the target of the department to train qualified teachers who are equipped with the latest innovations, a deep knowledge of the field and are educated to teach any age and level of learner.

3.6. Data Collection Procedure

Table 3..

Data Collection Procedure Chart

Date	Data Collection Instruments	Data Types	Data Analysis instruments	Number of participants
23 rd -27 th September	Pre-questionnaire	Qualitative& Quantitative	Content& SPSS analysis	22
23 rd -27 th September	Pre-Interview	Qualitative& Quantitative	Content& SPSS analysis	22
<i>23rd September-4th October 1st and 2nd week Informing the participants; introducing the web site and podcasts</i>				
7 th October – 27 th December	Conducting the study(duration of the participant's attendance to the course and accessing to the web site)	Qualitative	Content analysis of the weekly tasks related with podcasts; reflections	
<i>18th-22nd November</i>		<i>9th week</i>	<i>Mid-term Examinations</i>	
23 rd – 27 th December	Post-questionnaire	Qualitative& Quantitative	Content& SPSS analysis	22
23 rd - 27 th December	Post interview	Qualitative& Quantitative	Content & SPSS analysis	22
<i>6th-24th January Final Examinations</i>				

3.7. Data Analysis

In this study, both qualitative and quantitative data analysis techniques were utilized. SPSS 11.5 and content analysis techniques were used for the analysis of this data which was obtained from questionnaires, interviews, weekly tasks and reflections of the pre-service language teachers. During the content analysis, the researcher read the texts and coded the data with the modified version of Ho and Richards' (1993) framework. The researcher categorized and grouped parts of the data that necessitated new coding in a similar way to the framework. After grouping and naming common themes and patterns, the researcher interpreted them. The instructor followed the same process of coding, yet she analysed and coded a percentage of each participant's randomly selected web page postings. When the two researchers compared results, they concurred with almost 80% of the coding. After the analysis and final decision on differences, participants' answers were input using the numeric values / thematic analysis, formulated from data collection tools, into the SPSS program.

3.8. Trustworthiness: Reliability and Validity

The reliability and validity, the quality of data and appropriateness of methods used in a study, are not considered separately in a qualitative research contrary to quantitative research, and rather than using these terms, 'trustworthiness' is mostly used in its stead. However; there have been some arguments about the term trustworthiness especially in qualitative research as the concepts such as the term imply cannot be regarded in a naturalistic work. Newman (1999) referred this phenomenon by pointing out the common view that both reliability and validity are neither applicable nor congruent to qualitative research. Many investigators agreed upon some criteria that would assist researches who pursue trustworthiness.

- a) Credibility (in preference to internal validity);
- b) Transferability (in preference to external validity/generalisability);
- c) Dependability (in preference to reliability);
- d) Confirmability (in preference to objectivity).

Although the definition and threats for validity and reliability change in various research methods, most of the researchers employed these criteria.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

The present study attempted to explore the perceptions of pre-service teachers towards the potential of podcasting in promoting the constructivist approach in language learning. The perceptions and attitudes of pre-service teachers are crucial for the use and effectiveness of podcasting in language teaching, as well as significant in promoting positive attitudes, perceptions and self-esteem among their prospective learners.

As they become self-aware individuals, pre-service teachers can transfer such perceptions to their professional development. Bearing this purpose in mind, pre-service teachers' perceptions and use of the Internet and other Web 2.0 technologies and the blended learning environment were also investigated to ascertain their objective views about the possible benefits or drawbacks for the utilization of podcasting for educational purposes. Hence, it might present a broader picture of their perceptions for the attainment of podcasting in their professional lives.

Podcasting, one of the Web 2.0 tools has recently been investigated and various benefits are observed in many of the studies, yet pre-service teacher programs should integrate this technology in order to provide opportunities to experience and enhance their competence in using this tool for educational purposes. The present study tried to evaluate the pre-service language teachers' perceptions about podcasting integrated with course content. With reference to the aim of the study, a *Teaching Language Skills Course* of pre-service English language teachers equipped with specifically designed podcasts relevant to the content of the course in a web based platform enhanced a collaborative, learner-centred and reflective learning environment. Planning, designing and the implementation of the web supported platform were set out in detail in the methodology chapter.

4.2. Data Results

In this chapter, results of descriptive statistics of collected data will be presented. The frequency and valid percentages were displayed in tabular form. Chi-square results were also illustrated in the tables. The results of the study embodied analysis of pre and

post questionnaires, pre and post interviews, and answers of the weekly tasks of the pre-service language teachers related with the podcasts of each week.

4.2.1. Analysis of Pre-Questionnaire

The questionnaire consists of eighteen questions. Based on the content analysis different themes emerged in each question of the questionnaire. Below is the presentation of themes:

Table 4.

Descriptive Statistics of Item5

The purpose of Internet	f	%
Transactional reasons	18	35,3
Free time activity	5	35,3
Social Network	13	25,5
Project work	12	23,5
Mail check	3	5,9
Total	51	100,0
	df:	4
	Asymp. Sync:	,005

Item 5 of the pre-questionnaire aimed to figure out the purpose of using Internet by the participants. According to the descriptive results of the item, pre-service language teachers mostly referred to Internet for transactional reasons and free time activity with 35.3%. The participants of this study also used Internet for social network (25.5%) and for project work (23.5%). Checking mail was also one of the purposes for Internet use with 5.9%.

Table 5.

Descriptive Statistics of Item7

Expectation from the Language Skills Course	f	%
To learn how to teach skills to language learners	10	41,7
To receive theoretical information	8	33,3
Professional development	5	20,8
To have communicative competence	1	4,2
Total	24	100,0
	df:	3
	Asymp. Sync:	,053

This item mirrors the expectations of the pre-service teachers from the language skills course. The majority of the pre-service language teachers expected to learn how to teach the skills of the language in the most beneficial way. Pre-service language teachers with 33.3% counted on getting the essential theoretical knowledge about the four skills of language in detail. Pre-service language teachers with 20.8% calculated on professional development as they would be supplied with beneficial qualities for their career. Pre-service language teachers with 4.2% expected to achieve communicative competence.

Table 6.

Descriptive Statistics of Item11

The disadvantages of twitter	f	%
Waste of time	9	39,1
No disadvantage	7	30,4
No idea	3	13,0
Involve unnecessary information	2	8,7
Limited working capacity	2	8,7
Total	23	100,0
	df:	4
	Asymp. Sync:	,062

The disadvantages of using twitter were analysed in item 11. The majority of the participants assessed twitter disadvantageous as 39.1% of the participants consider it as time consuming and 8.7% of participants claimed that twitter involves unnecessary information as some of the participants mentioned that it includes a lot of information that distracts their concentration and results in a loss of time. 8.7% of the participants denoted the limited working capacity of twitter such as limited characters compared to other web 2.0 tools. Whereas 30% of the pre-service language teachers stated that twitter has no disadvantage at all and 13% of the participants had no idea about twitter as they do not have a twitter account and they had never used twitter beforehand.

Table 7.

Descriptive Statistics of Item13

The definition of a Podcast	f	%
A type of digital media	10	35,7
A tool to improve listening	8	28,6
Audio/Video recording platform	6	21,4
No idea	2	7,1
One of the Web 2 tools	1	3,6
Online audio blogging	1	3,6
Total	28	100,0
	df:	5
	Asymp. Sync:	,006

In item 13 pre-service language teachers were asked what a podcast is. According to the results, the majority of the pre-service language teachers (92.9%) provided an idea about the term. This finding is significant to understand the familiarity of the pre-service language teachers with podcasts. 35.7% of the pre-service language teachers interpreted a podcast as a digital media tool. This is a probable consequence of most of the participants' having MP3 players, iPods or smart phones. Although the advantages of podcasting were asked in another item, the effect of podcasting in improving listening skills was repeated by most of the participants under this theme. This clearly reveals the strong perception of the pre-service language teachers about the benefit of podcasting over this skill. 6% of the pre-service language teachers declared

that podcasting is an audio or video sharing platform. The percentages of the participants (1%) who viewed podcasts as one of the Web 2.0 tools and online audio blogging are the same. Only 7% of the pre-service language teachers had no idea what a podcast is.

Table 8.

Descriptive Statistics of Item14

Frequency	f	%
Frequently	8	36,4
Sometimes	7	31,8
Rarely	4	18,2
Never	3	13,6
Total	22	100,0
	df:	3
	Asymp. Sync:	,378

In item 14, pre-service language teachers were asked the frequency of their listening to podcasts. Most of the pre-service language teachers (36.4%) stated that they listened to podcasts several times. The frequency of pre-service language teachers who listened to podcasts between 8 and 10 times were denoted ‘sometimes’ and 31.8% of the participants constituted this rank. 18.2% of them had listened to podcasts just a few times. 13.6% of the pre-service language teachers had never listened to a podcast before. Even though the majority of the pre-service language teachers had frequently listened to podcasts, this does not propound any clues about the purpose of the utilization of podcasts. To ascertain the expertise of the participants’ item 15 and 16 were asked which delved into the perceptions of pre-service teachers about the advantages and disadvantages of podcasts.

Table 9.

Descriptive Statistics of Item15

Pros	f	%
Improves listening	11	36,7
Practical and accessible	6	20,0
Source of knowledge	4	13,3
Improves pronunciation	3	10,0
Source of L2 input	2	6,7
Communicative competence	2	6,7
Enriches vocabulary	1	3,3
Improves self-reviewing	1	3,3
Total	30	100,0
	df:	7
	Asymp. Sync:	,003

Item 15 aimed to explore the perceived advantages of podcasts. The majority of the pre-service language teachers (36.7%) indicated that podcasts could improve their listening skills. 20% of the pre-service language teachers found podcasts to be practical and accessible as they can reach podcasts at their own pace anytime, anywhere. The verbatim of pre-service language teacher 9 supported this assertion:

Pre-service language teacher 9:

Podcasts are portable and it is on-demand technology. In a podcast, the content is communicated directly to the listener, either verbally or through video. That is a much more intimate way of getting information than reading it from an e-mail or document.

As for 13% of the pre-service language teachers, podcasts serve as a source of knowledge and 6% of the pre-service language teachers viewed them as a source of the target language. Similarly, Li (2009) reported that all of the participants assessed podcasts useful for language learning providing exposure to the target language and improved their listening skills and habits. 10% of the pre-service language teachers lay stress on the benefit for the improvement of pronunciation. 6.7% of pre-service language teachers denoted the positive effect of podcasting on enhancing communicative competence. 3.3% claimed that listening to podcasts enriches

vocabulary. The same rate of pre-service language teachers gave the point to the improvement of self-reviewing. The following verbatim supported this assertion:

Pre-service language teacher 13:

It is like a chance for students to review or recheck the lesson. It makes you study.

Table 10.

Descriptive Statistics of Item16

Cons	f	%
Language input is complex	8	34,8
No disadvantage	7	30,4
Accessibility problem	2	8,7
Acoustics problem	2	8,7
Not appropriate for multiple intelligences	2	8,7
Not interactive	1	4,3
Time consuming with long podcasts	1	4,3
Total	23	100,0
	df:	6
	Asymp. Sync:	,016

34.8% of the pre-service language teachers complained of having difficulties in understanding the language input when it is complex. They especially mentioned the importance of the accent and pronunciation of the speaker and preferred to listen to native speakers to improve their pronunciation and fluency. This was taken into consideration during the creation of the podcasts and a native speaker of English vocalized the podcasts of the study to eliminate this perceived drawback. The verbatim of the participant 15 illustrated an example to this assertion:

Participant 15:

Getting familiar with pronunciation makes us more fluent. We can get the accent. By realizing of intonation, we could guess the meaning of the unknown word.

A remarkable amount of the pre-service language teachers (30.4%) did not denote any disadvantage of podcasting which reveals most of the participants of the study did not have any negative perceptions about podcasting prior to the application of

the study. 8.7% of the pre-service language teachers claimed accessibility and acoustics problems. They stressed the quality of the sound in particular. The following verbatim illustrated an example:

Pre-service language teacher 12:

Sometimes we may misunderstand what is said because of the quality of the sound.

4.3% of the pre-service language teachers did not find podcasting interactive. The same rank of the pre-service language teachers put forth the significance of the length of the podcasts otherwise they can turn into a time consuming activity. Within a similar line, Chan et al (2006 p.115) decided the length of the podcasts should be about five minutes, roughly the length of a typical song. The length of the podcasts of this study was formed bearing this drawback in mind.

Table 11.

Descriptive Statistics of Item18

Expectations from the Course with podcast	f	%
To improve teaching language skills	4	19,0
Accessibility	4	19,0
To review the course content	4	19,0
To support learning	4	19,0
To socialize in class	2	9,5
To improve listening and pronunciation	1	4,8
To provide an academic network	1	4,8
To personalize the course content	1	4,8
Total	21	100,0
	df:	7
	Asymp. Sync:	,534

Item 18 displays the expectations of pre-service language teachers from the *Teaching Language Skills Course* blended with podcasts. 19% of the pre-service language teachers expected to improve their teaching language skills and easily access the course content. These participants viewed podcasting as a useful and practical way of accessing the knowledge as all of them have the opportunity to reach the podcasts. The same percentage of the pre-service language teachers expected to take advantage of

reviewing course content and support their learning. As some of the pre-service language teachers expressed that they would understand the course content easier and faster with the contributions of podcasting. 9.5% of the pre-service language teachers considered the integration of podcasts into the course content would foster socialization in the class. 4.8% of the pre-service language teachers expected to improve their listening and pronunciation, provide an academic network and personalize the course content.

4.2.2. Analysis of Post Questionnaire

A post questionnaire was conducted at the end of the study. This was done in order to identify the consistency of the pre and post questionnaires and to compare the results so as to see the differences of the perceptions from the beginning to the end of the study.

Table 12.

Descriptive Statistics of Item 5

The purpose of internet:	f	%
Transactional reasons	15	37,5
Social network	15	37,5
Project work	7	17,5
Mail check/delivery	2	5,0
Pleasure/free time activity	1	2,5
Total	40	100,0
	df:	4
	Asymp. Sync:	,000

Item 5 sought an answer to the question: *why do you use Internet in your daily life?* 37.5% of the participants both displayed that they use Internet for transactional reasons and social network. 17.5% of them expressed that they use Internet for their project work. 5% of the participants expressed they check their mail and delivery via the Internet. 2.5% of the participants mentioned the use of Internet for pleasure and free time activity as the participant 20 mentioned she watches TV series in English both for fun and to improve her overall competence and communicative competence in English.

Table 13.

Descriptive Statistics of Item7

Expectation from the Language Skills Course	f	%
To learn how to teach skills to language learners	12	38,7
To receive theoretical information	10	32,3
Professional development	8	25,8
To have communicative competence	1	3,2
Total	31	100,0
	df:	3
	Asymp. Sync:	,031

Item 7 asked *what is your expectation from the Teaching Language Skills Course?* The majority of the participants (81.6%) claimed that they expected to learn how to teach skills to language learners as they are prospective teachers. Participant 1 and 10 supported this assertion:

Participant 1:

My expectation is to learn how to teach L2. If I become a teacher one day, I do not want to be desperate about how to and what to teach.

Participant 10:

I want to learn more about how teach a language to my students in a best way.

32.3% of the participants claimed to attain fundamental theoretical knowledge. Participant 5 supported this assertion:

Participant 5:

I expect to be able to have an idea about teaching grammar, listening, speaking, writing, reading and vocabulary and to be able to learn the approaches, methods and techniques to teach the four skills.

25% of the participants expected a contribution to their professional development and 3.2% of the participants supposed to be communicatively competent.

Table 14.

Descriptive Statistics of Item11

The disadvantages of twitter	f	%
Involve unnecessary information	6	24,0
No disadvantage	6	24,0
No idea	4	16,0
Waste of time	4	16,0
Limited working capacity	3	12,0
Misuse addiction	1	4,0
Barrier for face to face communication	1	4,0
Total	25	100,0
	df:	6
	Asymp. Sync:	,303

In item 11, pre-service language teachers were asked the disadvantages of using twitter. The most asserted ideas which had the same percentage (24%) were completely distinct from each other as one group claimed that twitter has no disadvantage and the other found it disadvantageous in involving unnecessary information which they claimed distract their attention. 16% of the pre-service language teachers stated that they wasted a lot of time while using twitter. They claimed that they used it even at times when it was not necessary or they had to accomplish a work. Due to the fact that it took their attention and interest, this resulted in a loss of time. The same percentage of pre-service language teachers claimed that they have no idea about the disadvantages of twitter, as they mentioned in item 8 and 9 of the pre-questionnaire that they had no twitter account and had never used twitter previously. 12% of the pre-service language teachers complained about the limited working capacity. 4% of them mentioned the misuse capacity in particular as they claimed the addiction to the use of twitter. Pre-service language teachers within the same percentage interpreted twitter as a barrier for face to face communication.

Table 15.

Descriptive Statistics of Item13

The definition of Podcast	f	%
Audio/Video recording/sharing platform	8	25,8
A tool to improve listening	7	22,6
A type of digital media	5	16,1
Supplementary material for teachers	5	16,1
Online audio/video blogging	2	6,5
Learning method	2	6,5
Online shared folder	1	3,2
One of the Web 2 tools	1	3,2
Total	31	100,0
	df:	7
	Asymp. Sync:	,058

Item 13 asked what a podcast is. The majority of the pre-service language teachers defined podcasting as an audio or video recording and/or a sharing platform. This definition can be interpreted as an apparent consequence of Web based support of the study which encourages a collaborative learning environment among the participants. 22.6% of the pre-service language teachers comprehended a podcast as a tool to improve listening skills. 16.1% of the pre-service language teachers revealed it as; both a type of digital media that they can download or upload both on their mobile devices or computers; listen to any time; and supplementary material for teachers. 6.5% of the pre-service language teachers defined podcasts as online audio or video blogging. The same number of the pre-service language teachers interpreted podcasts as a kind of learning method, which is not astounding as they utilized podcasts for educational purposes throughout the study. 3.2% of the pre-service language teachers both denoted it as an online folder share and one of the Web 2.0 tools.

Table 16.

Descriptive Statistics of Item14

Frequency	f	%
Frequently	15	68,2
Sometimes	6	27,3
Rarely	1	4,5
Total	22	100,0
	df:	2
	Asymp. Sync:	,001

Item 14 sought the frequency of the podcast use of the pre-service language teachers. According to the results, vast majority of the pre-service language teachers 68.2% listened to podcasts frequently. Pre-service language teachers with 27.3% denoted they sometimes listened to podcasts as they listened to at least one podcast a week throughout the study. Pre-service language teachers with 4.5% expressed he listened to podcasts rarely.

Table 17.

Descriptive Statistics of Item15

Pros	f	%
Improves listening/speaking	9	21,4
Improves self-reviewing	6	14,3
Source of knowledge	5	11,9
Tool to learn English	5	11,9
Improves writing	5	11,9
Practical and accessible	3	7,1
Enriches vocabulary	2	4,8
Source of L2 input	1	2,4
Communicative competence	1	2,4
Improves pronunciation	1	2,4
Visual and aural support for language learners	1	2,4
Consciousness raising technique	1	2,4
Collaborative learning	1	2,4
Improves transferring skill	1	2,4
Total	42	100,0
	df:	13
	Asymp. Sync:	,007

Based on the descriptive statistics of item 15 which sought the advantages of using podcasts, 21.4% of the pre-service language teachers agreed that podcasts improve their listening and reading skills. 14.3% of the pre-service language teachers asserted the improvement of self-reviewing. The following verbatim illustrates an example of this assertion.

Pre-service language teacher 4:

Podcasts are useful in terms of studying the lesson. They can be used for reinforcement and reviewing the topic.

11.9% denoted podcasts are beneficial sources for the attainment of knowledge. The same percentage of pre-service language teachers revealed podcasts as a fundamental and effective tool to learn English. The verbatim of pre-service language teachers 1 serves as an example to this view.

Pre-service language teacher 1:

It is so effective on improving listening ability. Students get better each time they listen to podcasts and they start to understand native speakers easily.

The same number pre-service language teachers (11.9%) stressed the improvement in their writing skills throughout the study as they had to accomplish the tasks related to the podcasts each week. 7.1% of the pre-service language teachers laid emphasis on the practical and accessible side of podcasts. 4.8% of them revealed that podcasts were advantageous in enriching their vocabulary. These pre-service language teachers denoted that they learn new words while listening to podcasts and used them immediately in the tasks related to the podcasts. 2.4% of the pre-service language teachers revealed that podcasts enable exposure to the target language so they are a beneficial source of second language input. Similarly they pointed out that they improved their pronunciation as they listened to the podcasts in the target language. They also displayed the significance of podcasts in providing visual and aural support for language pre-service language teachers. The same amount of the pre-service language teachers denoted that podcast integrated course content established a collaborative learning environment and enhanced communicative competence. 2.4% of the pre-service language teachers both displayed podcasts as a consciousness raising technique and a tool to improve transferring skill.

Table 18.

Descriptive Statistics of Item16

Cons	f	%
No disadvantage	14	63,6
Complex language input	5	22,7
Time consuming due to long podcasts	2	9,1
Leading Internet addiction	1	4,5
Total	22	100,0
	df:	3
	Asymp. Sync:	,000

In item 16, pre-service language teachers were asked of the disadvantages of using podcasts and the majority of pre-service language teachers (63.6%) strongly agreed that there is no disadvantage of the utilization of podcasts. 22.7 of the pre-service language teachers revealed that the language input was complex. 9.1% of the pre-service language teachers emphasized the importance of the length of the podcasts in enhancing their concentration and increasing the effects of podcasts otherwise that can turn out to be a time consuming activity. The smallest amount of the pre-service language teachers 4.5% that constituted one participant claimed that misuse can lead to addiction.

Table 19.

Descriptive Statistics of Item18

Expectations from the Course with podcast	F	%
To provide an academic network	7	21,2
Accessibility	5	15,2
To support learning	5	15,2
To improve teaching language skills	4	12,1
To review the course content	4	12,1
To improve listening and pronunciation	3	9,1
Professional development	2	6,1
To socialize in the class	1	3,0
To personalize the course content	1	3,0
Involvement of fun	1	3,0
Total	33	100,0
	df:	9
	Asymp. Sync:	,240

Item 18 sought the expectations from the course blended with podcasts. Most of the pre-service language teachers (21.2%) displayed that it provided an academic

network. 15.2% of the pre-service language teachers both revealed the accessibility and support for their learning. 12.1% of the pre-service language teachers denoted that this improved their teaching language skills and provided them an opportunity to review the course content. 9.1% revealed that their pronunciation was improved. 6.1% professional development, 3% of the pre-service language teachers emphasized that it helped them to socialize in the class and. 3% of the pre-service language teachers also expressed that it personalized the course content. The same amount of the pre-service language teachers emphasized the involvement of the fun factor as they revealed that they enjoyed using podcasts.

4.2.3. Analysis of First Interview

A face to face interview consisting of 6 questions was conducted with pre-service language teachers on a one-to-one basis. The results of descriptive statistics were presented below in a tabular form. The recordings of the interviews were also included in the appendix. (See Appendix 1)

Table 20.

Descriptive Statistics of Item5

The purpose of internet:	f	%
Social network	10	40,0
Transactional reasons	7	28,0
Project work	6	24,0
Pleasure/free time activity	2	8,0
Total	25	100,0
	df:	3
	Asymp.Sync	,155

Item 5 mirrored the answers to the question: *why do you use Internet in your daily life?* According to the results, the reason with the highest percentage (40%) was social networking. These pre-service language teachers stressed that they can easily communicate with people no matter what the distance is via the Internet. It also facilitates sharing as they can share their ideas, photos or videos in a very short time. 28% of the pre-service language teachers denoted transactional reasons as they viewed

the Internet as an immense source of knowledge. 24% of the pre-service language teachers displayed that they use the Internet for accomplishing their projects. A small amount of the pre-service language teachers articulated that they use Internet for pleasure and surf on the net in their spare time. Furthermore, they watch TV series in English both for fun and improve their competency in English in their free time.

Table 21.

Descriptive Statistics of Item6

Expectation from the Teaching Language Skills Course	f	%
To learn how to teach skills to language learners	5	31,3
To receive theoretical information	5	31,3
Application to real life	1	31,3
Professional development	3	18,8
No idea	2	12,5
Total	16	100,0
	df:	4
	Asymp.Sync	,406

Item 6 sought the expectations of the pre-service language teachers from the *Teaching Language Skills Course* blended with podcasts. Except a small amount of the pre-service language teachers (12.5%) who did not indicate any idea, the majority of the pre-service language teachers with 31.3% embodied that as prospective teachers they would like to be equipped with the essential knowledge and capability about how to teach language skills to language learners. They would also like to receive knowledge about the basic theories, methods and techniques, and broaden their academic knowledge. They also expected to transfer the knowledge they gained into practice in order to internalize the course content. 18.8% of the pre-service language teachers revealed that they would like to develop themselves professionally.

Table 22.

Descriptive Statistics of Item10

The disadvantages of twitter	f	%
No disadvantage	7	50,0
Waste of time	3	21,4
Involve unnecessary information	2	14,3
Economic problems	1	7,1
Limited working capacity	1	7,1
Total	14	100,0
	df:	4
	Asymp. Sync:	,065

In item 10, pre-service language teachers asked about the disadvantages of the utilization of twitter. The majority of the pre-service language teachers (50%) did not see any disadvantage of twitter. 21.4% of the pre-service language teachers laid stress on the loss of time as they said they log into twitter many times during the day and get addicted to following the tweets. 14.3% of the pre-service language teachers displayed the unnecessary information involved which distract their concentration. The verbatim of pre-service language teacher 5 supported this disadvantage.

Pre-service language teacher 5:

Twitter sometimes distracts me and I found myself dealing with other things even if I log in to accomplish a task so I think it is not appropriate for academic work.

A small percentage (7.1%) that represented one pre-service language teachers displayed the economic problems. However, this disadvantage is related with all online technology as this pre-service language teacher put forth the lack of laptops and other digital devices that hinder access to twitter. The same amount of pre-service language teachers (7.1%) also revealed the limited working capacity of twitter as another disadvantage.

Table 23.

Descriptive Statistics of Item12

The definition Podcast	f	%
A tool to improve listening	7	33,3
Audio/Video recording platform	7	33,3
A type of digital media	4	19,0
A tool to share folders	3	14,3
Total	21	100,0
	df:	3
	Asymp.Sync:	,488

Item 12 asked the definition of a podcast. The majority of the pre-service language teachers (33.3 %) both defined a podcast as a tool to improve listening skills and audio and/or video recording platform. 19% of the pre-service language teachers displayed a podcast as a type of digital media and 14.3% of the pre-service language teachers viewed a podcast as a tool for sharing folders.

Table 24.

Descriptive Statistics of Item13

Frequency	f	%
Frequently	6	60,0
Sometimes	3	30,0
Rarely	1	10,0
Total	10	100,0
	df:	2
	Asymp. Sync:	,150

In item 13 pre-service language teachers were asked the frequency of their podcast use. A vast majority of the pre-service language teachers articulated that they use podcasts frequently. 30% of the pre-service language teachers revealed that they sometimes use podcast. Only a small amount of pre-service language teachers (10%) mentioned that they rarely use podcasts.

Table 25.

Descriptive Statistics of Item14

Pros	f	%
Improves listening	6	27,3
Source of L2 input	6	27,3
Improves self-reviewing	3	13,6
Practical and accessible	2	9,1
Professional development	2	9,1
Communicative competence	1	4,5
Source of knowledge	1	4,5
Improves writing	1	4,5
Total	22	100,0
	df:	7
	Asymp. Sync:	,120

Item 14 sought the pre-service language teachers' answers to the question: *What are the advantages of podcasts?* 27.3% of the pre-service language teachers mentioned that podcasts provide them with opportunities to expose themselves to the target language and enhance their efficiency in listening. 13.6% of the pre-service language teachers expressed that with the help of podcasts they have the chance to review the course content many times and foster their learning. 9.1% of the pre-service language teachers mentioned that the utilization of podcasts is practical as they can be reached easily. The same amount of the pre-service language teachers revealed that podcasts can contribute to their professional development. 4.5% of the pre-service language teachers displayed that podcasts can enhance communicative competence and view podcasts as a source of knowledge. 4.5% of the pre-service language teachers also revealed that podcasts can improve their writing skills.

Table 26.

Descriptive Statistics of Item15

Cons	f	%
No disadvantage	8	57,1
complex language input	2	14,3
Accessibility problem	1	7,1
Acoustics problem	1	7,1
Not appropriate for multiple intelligences	1	7,1
Time consuming due to long podcasts	1	7,1
Total	14	100,0
	<i>df:</i>	5
	<i>Asymp.Sync:</i>	,005

Item 15 sought the disadvantages of the utilization of podcasts. A vast majority of the pre-service language teachers 57.1% claimed that the utilization of podcasts has no disadvantage. Some of the pre-service language teachers (14.3%) mentioned the significance of the language input in understanding the podcasts. A small amount of the pre-service language teachers (7.1%) expressed that it would be difficult for the learners with economic challenges to reach the podcasts as it is a technological tool. The same amount of the pre-service language teachers also articulated the significance of the quality of the sound of the podcasts in order to reach its purpose. 7.1% of the pre-service language teachers denoted multiple intelligence of the learners. The same percentage of the pre-service language teachers mentioned the importance of the length of the podcasts in obtaining the most benefit from this technological tool; otherwise, it can turn out to be just a boring and thus time consuming activity.

Table 27.

Descriptive Statistics of Item17

Expectations from the Course with podcast	f	%
To improve teaching language skills	3	16,7
To socialize in the class	3	16,7
To provide an academic network	2	11,1
To review the course content	2	11,1
To ease retention	2	11,1
No expectation	2	11,1
To improve listening and pronunciation	1	5,6
To support learning	1	5,6
To personalize the course content	1	5,6
To ease communication	1	5,6
Total	18	100,0
	<i>df:</i>	9
	<i>Asymp. Sync:</i>	,960

Item 17 displayed the expectations of the pre-service language teachers from the Teaching Language Skills Course blended with podcasts. 16.7% of the pre-service language teachers both mentioned that they expected to improve their capability in teaching language skills to become a competent teacher. They also said they expected to socialize in the class as they articulated they would be able to share their ideas and work with their peers and get in touch with them out of class. 11.1% of the pre-service language teachers claimed that the podcast integrated course content would provide them an academic network. The same percentage of the pre-service language teachers mentioned that podcasts would foster the revision of the course content as they thought they would be able to reach podcasts anytime and anywhere and stressed that podcasts would facilitate their comprehension and retention of what they have learned as they would be able to listen to podcasts at their own pace. 11.1% of the pre-service language teachers displayed no expectation as they claimed that they did not have much idea about the effects of a blended learning atmosphere to their learning or professional development. 5.6% of the pre-service language teachers expected to improve their

listening skills and especially pronunciation if the podcasts are vocalized by a native speaker in good quality. 5.6% of the pre-service language teachers both viewed podcasts as a supportive tool for their learning and a good way of internalizing the course content. The same amount of the pre-service language teachers also claimed that integration of the course content with podcasts would improve their communicative competence.

4.2.4. Analysis of Second Interview

In the second round of the interviews, pre-service language teachers were asked eight questions. 22 participants were involved in this questionnaire and descriptive statistics of data analysis was presented below.

Table 28.

Descriptive Statistics of Item1

The content of podcast:	f	%
Source for supplementary	9	22,0
Source for review	7	17,1
Not interesting	5	12,2
Informative	4	9,8
Beneficial for both academic and social lives	4	9,8
Difficulty in listening to podcasts	3	7,3
Natural/native input	2	4,9
Improving study skills	1	2,4
Improving collaborative learning	1	2,4
Peer support	1	2,4
Improving listening skill	1	2,4
Professional development	1	2,4
Time consuming	1	2,4
Complex content	1	2,4
Total	41	100,0
	df:	13
	Asymp.Sync:	,005

Item 1 sought to answer the question: How did you find the content of podcasts of this study? The majority of the pre-service language teachers (22%) revealed podcasts as a supplementary tool that reinforces the learning of the course content. 17.1% of the pre-service language teachers viewed podcasts as a beneficial source for reviving the course content. Yet, 12.2% of the pre-service language teachers did not find this application interesting. 9.8% of the pre-service language teachers both claimed that podcasts were informative and contributed to their academic and social lives. 4.9% of the pre-service language teachers mentioned the positive contribution of the vocalization of the native speaker. 2.4% of the learners claimed that podcasts improved their study skill. As the verbatim of learner7 supported this theme:

Learner 7:

The content of the podcasts related with the course content gave me the opportunity to review what I have learned throughout the week and fostered the retention of my learning. The weekly application of the podcasts helped me to gain the study habits which helped me a lot for the preparation to the exam.

2.4% of the pre-service language teachers claimed that this application both enhanced collaborative learning and peer support. The following verbatim illustrates an example to this emphasis:

Pre-service language teacher 11:

This study was very professional and academically informative. It also contributed to my social life because I had chance to socialize more with my classmates. That is to say I recognized the other participants of the course during the exchange of ideas and work so enhanced a cooperative learning environment.

2.4% of the pre-service language teachers revealed that the content of podcasts improved their listening skills. The same amount of the pre-service language teachers denoted that this application contributed to their professional development. However 2.4% of the pre-service language teachers both claimed the content of podcasts complex and found the implementation as a time consuming activity.

Table 29.

Descriptive Statistics of Item2

Podcasts Impact on Academic Achievement:	f	%
Improve oral skills	10	34,5
Improve writing	3	10,3
Raise awareness about self-study	3	10,3
Improve reading	2	6,9
Exposed to field/ELT jargon	2	6,9
Lead to intrinsic motivation	1	3,4
Lead to research	1	3,4
Improve suprasegmental features	1	3,4
Involve theory and practice	1	3,4
Lead to critical analysis	1	3,4
Authentic input	1	3,4
Platform for sharing academic info	1	3,4
Improve ICT	1	3,4
Raise awareness of effective teacher	1	3,4
Total	29	100,0
	df:	13
	Asymp.Sync:	,001

Item 2 revealed the impact of podcasts on the academic achievement of the learners. The majority of the pre-service language teachers (34.5%) implicated that the implementation of podcasts improved their oral skills. 10.3% of the pre-service language teachers claimed that accomplishing the tasks related with podcasts each week improved their writing skills. The same amount of the pre-service language teachers mentioned that this application raised their awareness about self-study. The verbatim of pre-service language teachers 2 illustrates an example for this view:

Pre-service language teacher 2:

Podcasts helped me to take the responsibility of my own learning. It gave me an idea that I would implement this kind of applications in the future. It provided me new ideas. I reviewed and studied subjects that most probably I would not have studied until the exams regularly so I think I learned them better and in a more long lasting way.

6.9% of the pre-service language teachers both revealed that they improved their reading skills and more exposed to the field and ELT jargon. 3.4% of the pre-service language teachers claimed that podcasts lead intrinsic motivation so that they would imply these kinds of implementations in their teaching. The verbatim of pre-service language teachers 2 above also supports this view. The same amount of the pre-service language teachers expressed that this application lead them to research from different type of sources. 3.4% of them also mentioned that podcasts improved suprasegmental features as they were beneficial for the awareness of the intonation and pronunciation of the words in the target language. The same amount of the pre-service language teachers also stressed that this application involved both theory and practice that is to say they had the opportunity to implement what they have learned in the classroom immediately in the same week. 3.3% of the pre-service language teachers mentioned that podcasts lead to critical thinking as they were able to comprehend the course content deeply in all the weeks. 3.4% of the pre-service language teachers also laid emphasis on the authenticity of the podcasts. The same percentage of the pre-service language teachers also mentioned that this study provided them the opportunity to share their ideas in an academic platform. 3.4% of the pre-service language teachers articulated that this study enhanced their utilization of ICT and raised awareness to become an effective teacher. The following verbatim presents an example to this view:

Pre-service language teacher 12:

Podcasts contributed a lot to my academic development. It gave me innovative ideas about teaching. It helped me get an idea about the role of the instructor during the teaching of listening, speaking, grammar etc., how I should behave and present the course content to the learners.

Table 30.

Descriptive Statistics of Item3

The disadvantages of podcasts	f	%
No disadvantage	12	60,0
Missing deadline	3	15,0
Access problem	2	10,0
Complex task	2	10,0
Listening problem	1	5,0
Total	20	100,0
	df:	4
	Asymp.Sync:	,000

In item 3, pre-service language teachers were asked the disadvantages of the utilization of the podcasts. The vast majority of the pre-service language teachers (60%) revealed that podcasts had no disadvantages. 15% of the pre-service language teachers claimed that the deadline of the accomplishment of the tasks which was one week for each task made them hurry to do the tasks in a short time. 10% of the pre-service language teachers displayed the access problems as a disadvantage for the utilization of the podcasts. The same amount of the pre-service language teachers also claimed that the tasks related with the podcasts were complex and a small amount of the pre-service language teachers (5%) complained that understanding a native speaker was hard at the beginning.

Table 31.

Descriptive Statistics of Item4

In-service teacher	f	%
Entertaining class content	8	20,0
Adding a new skill	6	15,0
Requirement to update teaching and teacher	5	12,5
Integration of learners' competence in ICT	4	10,0
Alternative lesson presentation	3	7,5
Attracting for language learners	3	7,5
Informative language materials	3	7,5
Practical and easy to access	2	5,0
Improving learner as a whole person	2	5,0
Enriching class materials	1	2,5
Enabling to complete projects/assignments	1	2,5
Involving theory and practice	1	2,5
Close contact teacher and learners	1	2,5
Total	40	100,0
	df:	12
	Asymp.Sync:	,101

Item 4 sought the perceptions of the pre-service language teachers about the utilization of Web 2.0 tools such as podcasting in in-service teaching. The majority of the pre-service language teachers (20%) claimed that the utilization of Web 2.0 tools can make the class content more entertaining. 15% of them revealed that Web 2.0 tools add a new skill to language teaching and are necessary for prospective teachers. 12.5% of the pre-service language teachers stressed that utilization of such tools is required to update teaching and teachers in order to keep up with technology. 10% of the pre-service language teachers mentioned that using Web 2.0 tools is an effective way of integrating learners' competence in ICT into the learning environment. The verbatim of pre-service language teacher 8 is an example to this assertion:

Pre-service language teacher 8:

I consider using such tools because almost all of the learners are proficient in using the Internet and Web 2.0 tools in their daily lives so using these tools would be

advantageous for my professional life by enhancing a practical and enjoyable learning atmosphere for my learners.

7.5% of the pre-service language teachers displayed that using Web 2.0 tools in the classroom can be an alternative to the traditional methods as a way of presenting the lesson. The verbatim of pre-service language teachers 15 supports this assertion.

Pre-service language teachers 15:

I would prefer using these kinds of tools to make the lesson more entertaining instead of exposing the learners to the traditional methods.

7.5% of the pre-service language teachers both mentioned that using Web 2.0 tools can be attractive for language learners and lead to permanent learning as they can be informative language materials. 5% of the pre-service language teachers articulated that Web 2.0 tools ease the exchange of ideas as they are practical and easy to access. The same amount of the pre-service language teachers expressed that Web 2.0 tools can contribute to the learner's use of technology, and social and academic life thus improving the learner as a whole person. 2.5% emphasized the variety of Web 2.0 tools and expressed that this variety can ease the accomplishment of projects and assignments of the learners. 2.5% of the pre-service language teachers also mentioned that equipped teachers should be knowledgeable enough to put theory into practice and Web 2.0 tools serve as beneficial materials for the implementation of the theory. The same amount of them revealed that Web 2.0 tools can maintain a close contact between the learner and teacher, as well.

Table 32.

Descriptive Statistics of Item5

Teacher attitude and role with the use of podcast	f	%
Guide for lesson plan	7	20,6
Regular assessment and feedback	5	14,7
Tasks appropriate for learners interest	4	11,8
Tasks appropriate for learners age/level	4	11,8
Scaffolding role	3	8,8
Podcasts reflecting real life	3	8,8
Planning time and deadline	2	5,9
Parallelism between class and content podcasts	2	5,9
Intelligibility	1	2,9
Facilitator to use podcast or other Web.2 tools	1	2,9
Skill improvement	1	2,9
Leading to critical analysis	1	2,9
Total	34	100,0
	df:	11
	Asymp.Sync:	,233

Item 15 revealed the notion of the teacher attitude and role with the use of podcasts. The majority of the pre-service language teachers (20.6%) displayed that instructors should guide their learners throughout the process. The following verbatim illustrates an example of this view:

Pre-service language teacher 17:

I think the instructor should be a guide and facilitator in this process. For example; he/she should listen to the first podcast with the learners and do the tasks related together showing how to accomplish the activity successfully and show the important points to which they should pay attention. After this first guiding, he/she should guide the learners in other phases.

14.7% of the pre-service language teachers mentioned that the instructors should assess the works of the learners regularly and give feedbacks in accordance. A substantial amount of the pre-service language teachers articulated the role of the instructor in choosing appropriate podcasts taking into account different criteria as

11.8% of the pre-service language teachers claimed that instructors should take into consideration the interest of the learners as well as their age and level in choosing appropriate podcasts and tasks. 8.8% also mentioned the scaffolding role of the instructor and the importance of choosing authentic podcasts that reflect real life. According to 5.9% of the pre-service language teachers, the content of the podcasts and the course should be parallel and 2.9% also stressed the significance of the intelligibility of the podcasts as another criteria for the choice of the podcasts. 5.9% of the pre-service language teachers laid emphasis on the role of the instructor in planning and timing of the podcasts. They claimed the deadline for the accomplishment of the tasks related with the podcasts and the appropriate distribution of podcasts into the course content are crucial to the accomplishment of the goal of the podcasting. 2.9% of the pre-service language teachers revealed that the instructors should be facilitators in using podcasts and other Web 2.0. The same amount of the pre-service language teachers claimed that instructors should lead learners in critical thinking.

Table 33.

Descriptive Statistics of Item6

The effects of podcasts to the Teaching languages skills course	f	%
Review	17	51,5
Easy to interpret messages	6	18,2
Long-term retention	3	9,1
Improving listening	3	9,1
Opportunity for critical thinking	2	6,1
Learning by listening	1	3,0
Opportunity for organized studying	1	3,0
Total	33	100,0
	df:	6
	Asymp.Sync:	,000

Item 6 displayed the effects of the utilization of podcasts to the *Teaching Language Skills Course*. The majority of the pre-service language teachers (51.5%) mentioned that podcasts allowed them to revise the course content regularly. 18.2% of

the pre-service language teachers articulated that podcasts fostered understanding. 9.1% mentioned the regular accomplishment of the tasks provided long term retention and improved their listening skills. 6.1% articulated that during this process they had the opportunity for critical thinking and 3% both expressed that they learned through listening and obtained a study habit.

Table 34.

Descriptive Statistics of Item7

Peer support	f	%
Observing lacking issues	9	32,1
Improving oneself based on others work	4	14,3
Facing various messages	3	10,7
Comparing and contrasting peer work	3	10,7
No support	3	10,7
Enlarging horizons	2	7,1
Leading to Competition	1	3,6
Scaffolding	1	3,6
Improving language skills	1	3,6
Beneficial	1	3,6
Total	28	100,0
	df:	6
	Asymp.Sync:	,000

Item 7 revealed the perceptions of the pre-service language teachers of the peer support on the web site of this study. The majority of the pre-service language teachers (32.1%) claimed that they observed insufficiencies.14.4% of them displayed that they benefited from the work of their peers and improved themselves through this. 10.7% of the pre-service language teachers articulated that they faced various messages and had chance to compare and contrast their works with the works of their friends thanks to this feature of the site. The same amount of the pre-service language teachers also claimed that they did not have any support from their peers in this process. 7.1% of the pre-service language teachers displayed that peer support enlarged their horizons. The verbatim of learner 11 illustrates an example of this assertion:

Learner 11:

The works of my peers enriched my knowledge. It gave me the opportunity to look from different perspectives. Even if I had not understood the podcasts, the sharing of my friends helped my learning and contributed to me in an academic way.

3.6% of the pre-service language teachers stressed that peer support was beneficial and led scaffolding. The same amount of the pre-service language teachers both claimed that peer support had improved language skills and led to competition as well.

Table 35.

Descriptive Statistics of Item8

What language skill do podcasts affect most	f	%
Listening	20	45,5
Writing	11	25,0
Vocabulary	4	9,1
Speaking	3	6,8
Reading	2	4,5
Pronunciation	2	4,5
Grammar	1	2,3
L2 input	1	2,3
Total	44	100,0
	df:	7
	Asymp.Sync:	,000

Item 8 sought the most affected language skills with the utilization of podcasts. The majority of the pre-service language teachers (45.5%) displayed that podcasts facilitate the improvement of listening skills. 25% of the pre-service language teachers mentioned the effect of the tasks in their writing as this study urged them to write about answers to at least two questions related with podcasts in each week. 9.1% of the learners stressed the enrichment of their vocabulary with listening to podcasts. The following verbatim is an example to this assertion:

Learner 8:

Podcasts especially affected my listening and vocabulary. This process enabled me to learn a lot of new words that were related with this field so I broadened my knowledge of vocabulary and I became more competent in this field which contributed to my professional development. Accomplishing the podcast related tasks in each week made me listen to podcasts and make revisions.

6.8% of the pre-service language teachers articulated that the enhancement of their pronunciation contributed to the improvement of their speaking skills. 4.5% of them revealed that this process also stimulated their research into the parts they felt they lacked and thus contributed to their reading skills. The same percentage of the pre-service language teachers also claimed that the vocalization of a native speaker fostered their awareness of a native-like pronunciation. A small amount of the pre-service language teachers (2.3%) both stressed that listening to the podcasts each week provided exposure to the target language and improved their capability in grammar.

4.2.5. Analysis of the Performance of the Pre-service Language Teachers on Podcast Related Tasks

Pre-service language teachers' performances on podcast related tasks were analysed according to the content analysis. The performances of the pre-service language teachers were graded from one (minimum) to 5 (maximum). The researcher and the instructor of the course work together during the evaluation process. Results of each pre-service language teacher were presented in graphs.

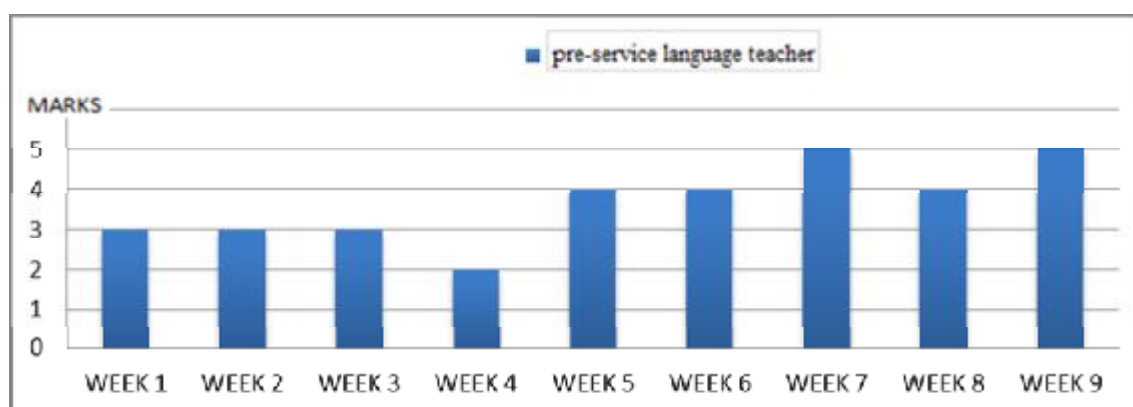


Figure 10. Weekly performance of pre-service language teacher 1

As depicted in Figure 10, pre-service language teacher 1 had a stable performance in the first three weeks. However, in week 4 there had been a sharp decline. In week 4 the content of the podcast task had changed from grammar to listening and this might have led to the decrease due to the adaptation problem of the newly assigned task. Despite this decrease the pre-service language teacher succeeded more with the podcast tasks in the following weeks.

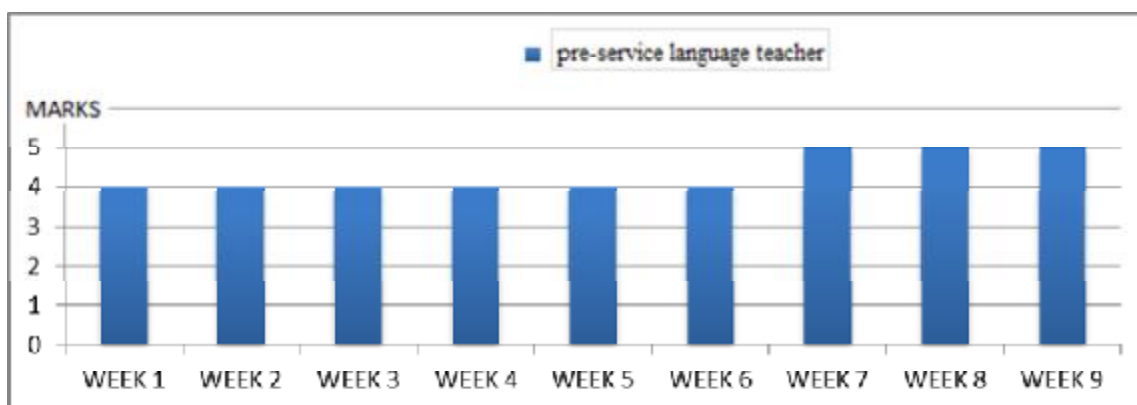


Figure 11. Weekly performance of pre-service language teacher 2

In this figure, the pre-service language teacher 2 had a stable performance in general and in the last three weeks pre-service language teacher 2 had the maximum performance with the podcast tasks. It revealed that pre-service language teacher 2 was compatible with the podcast tasks.

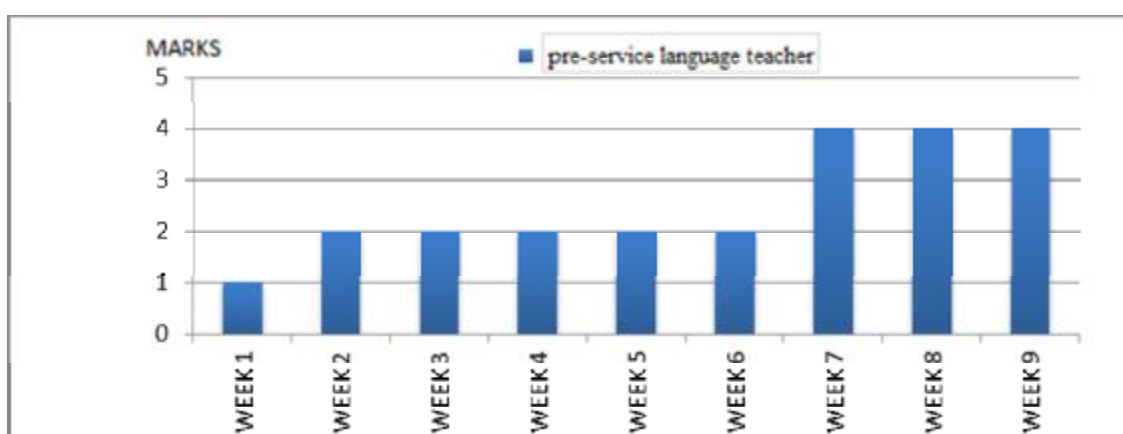


Figure 12. Weekly performance of pre-service language teacher 3

As figure 12 displayed, pre-service language teacher 3 had a low performance in the first weeks which might have resulted from the first implementation of the study.

The performance of pre-service language teacher 3 increased in the second week and his mark reached four in the last three weeks. This might be due to the change of the subject from listening to speaking or the pass of the mid-term examination week which was just before the seventh week.

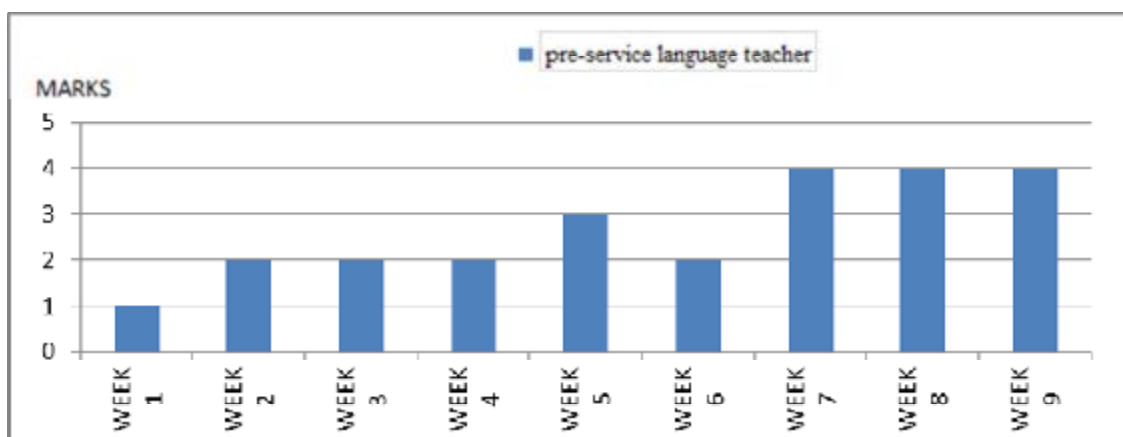


Figure 13. Weekly performance of pre-service language teacher 4

In this figure, the pre-service language teacher 4 had the lowest performance in the first week which was an understandable result as it was the very first week that the pre-service language teacher 4 had used the web site and listened to a podcast related with the course content. Even if the pre-service language teacher's performance increased in the second week and accelerated in the fifth week, his performance level decreased again in the sixth week. This might be interpreted as a result of the stress factor, as the mid-term examination week of the pre-service language teachers was just after the sixth week. This interpretation of pre-service language teacher 4 was most likely true as the performance of the pre-service language teacher was in the highest level after the examination week and continued in the same level in the following weeks.

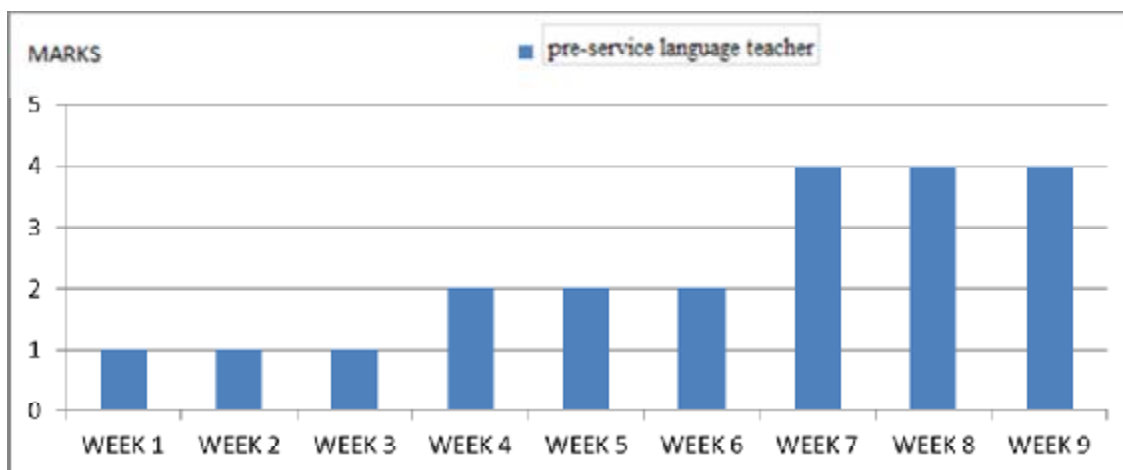


Figure 14. Weekly performance of pre-service language teacher 5

As depicted in figure 14, pre-service language teacher 5 had a stable performance in the first three weeks. After the third week, the performance of pre-service language teacher 5 had improved and reached four over five in the last three weeks. This revealed that pre-service language teacher 5 displayed the highest performances after the reduction of the stress level with the end of the mid-term examination week and was able to be successful with the podcast tasks.

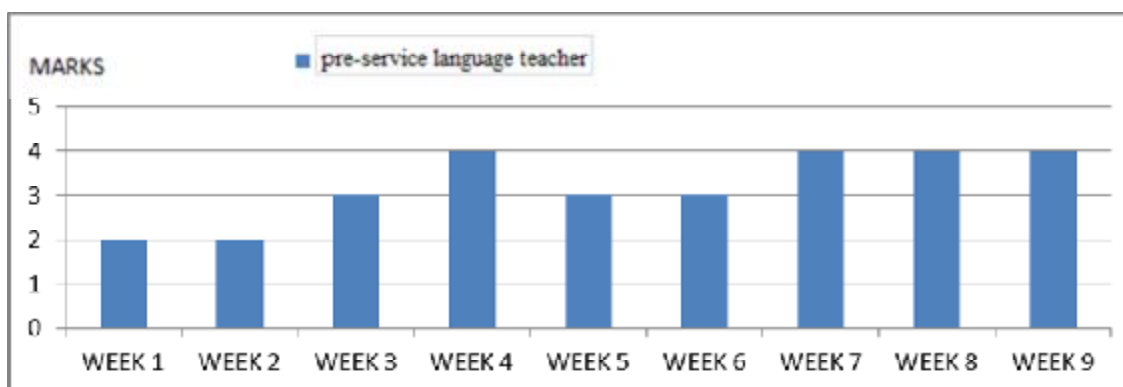


Figure 15. Weekly performance of pre-service language teacher 6

This figure revealed that pre-service language teacher 6 was competent with the podcast tasks in general. However; there had been a remarkable increase in the fourth week which resulted from personal reasons as although the subject had changed from grammar to listening in the fourth week, listening tasks proceeded in the following two weeks and the rise was only in one week of the listening tasks.

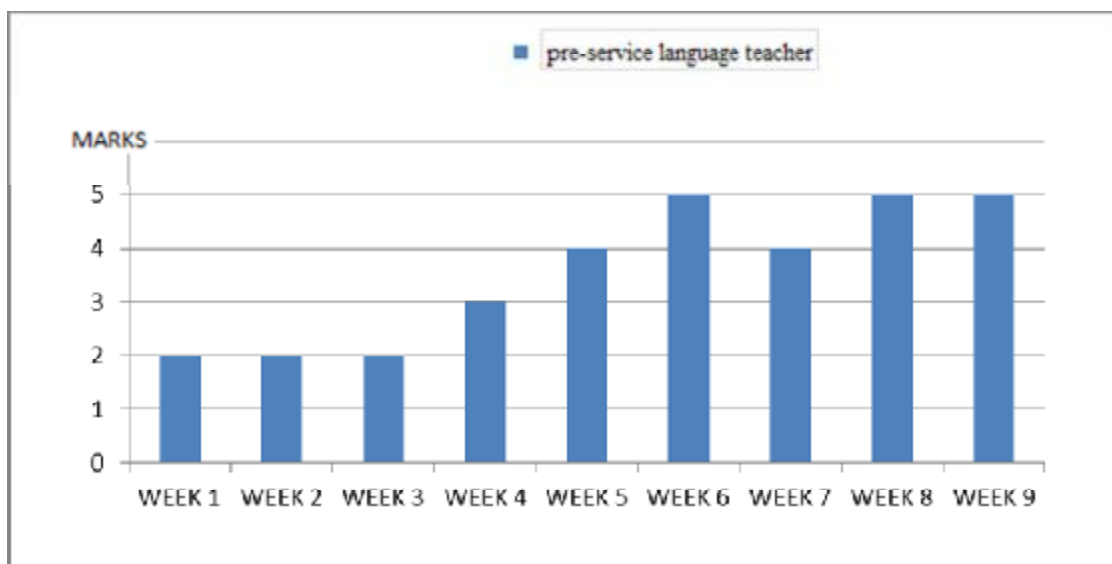


Figure 16. Weekly performance of pre-service language teacher 7

As Figure 16. displays, after the first three weeks, pre-service language teacher 7 had an accelerated rate of success with the podcast tasks except a slight decrease in the seventh week. This might be associated with the mid-term exam results of the pre-service language teacher as the week before the seventh week was the mid-term examination week. The pre-service language teacher's marks might have been lower than the expectations of the pre-service language teachers which might have affected the motivation of the pre-service language teacher.

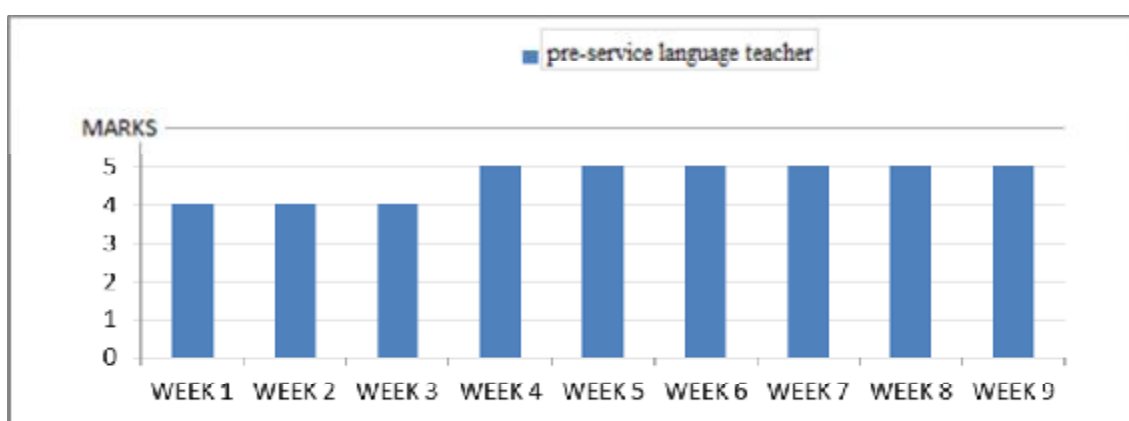


Figure 17. Weekly performance of pre-service language teacher 8

Figure 17 shows that pre-service language teacher 8 was strongly competent with the podcasts and course content and adapted to the study smoothly as the lowest success level of accomplishing the podcast related tasks was 4 over 5 which clearly revealed a superlative success.

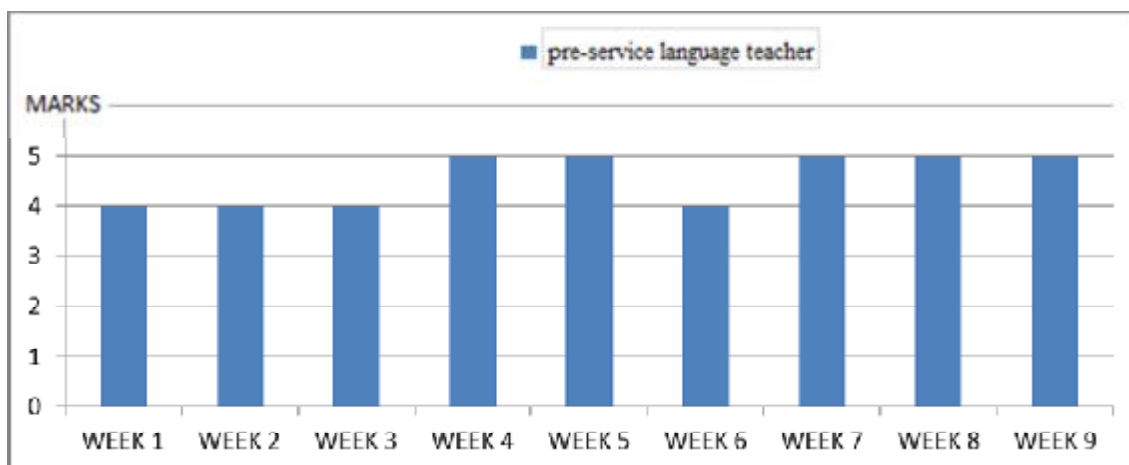


Figure 18. Weekly performance of pre-service language teacher 9

As depicted in figure 18., pre-service language teacher 9 was generally compatible with the podcast tasks even if there was a slight decrease in the sixth week. This was probably due to the stress factor of the mid-term examination week which was followed the sixth week.

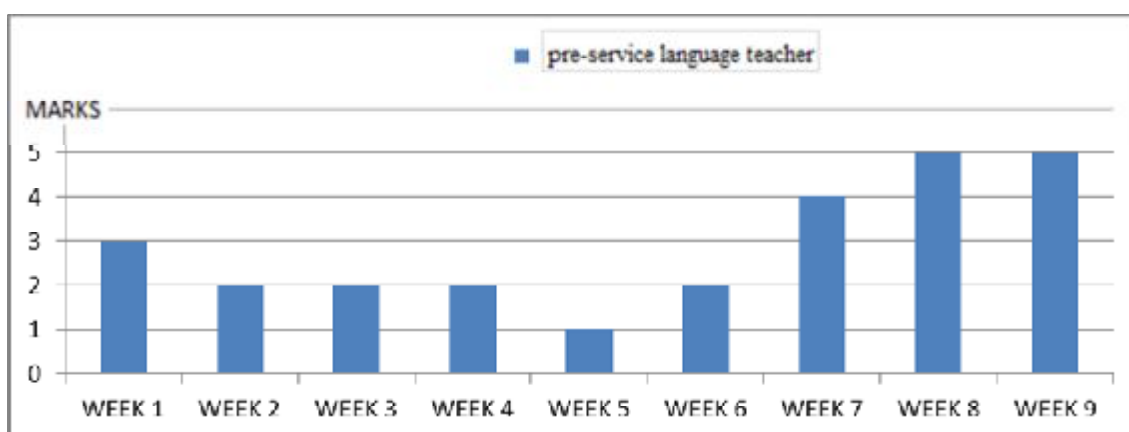


Figure 19. Weekly performance of pre-service language teacher 10

Figure 19. reveals that although there was an inconsistency with the success level over the weeks, in the last three weeks pre-service language teacher 10 had distinctive success which suggests that he or she had finally overcome the adaptation problem, and with the decrease in the level of stress after the mid-term examination week his motivation and thus success increased.

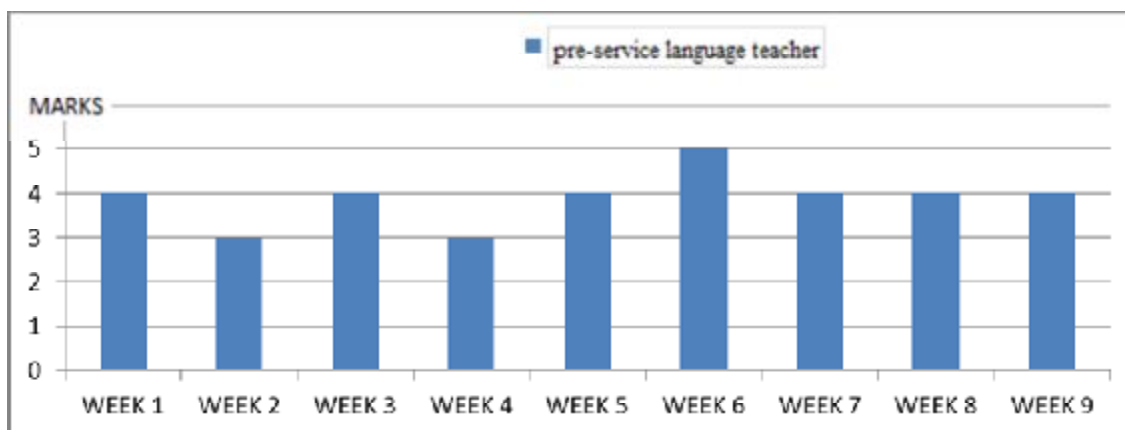


Figure 20. Weekly performance of pre-service language teacher 11

In this figure, pre-service language teacher 11 showed an impressive performance with the podcast tasks, which never fell below the average rating of 3. There was a slight decrease or increase in some weeks, but that was most likely a result of the personal factors.

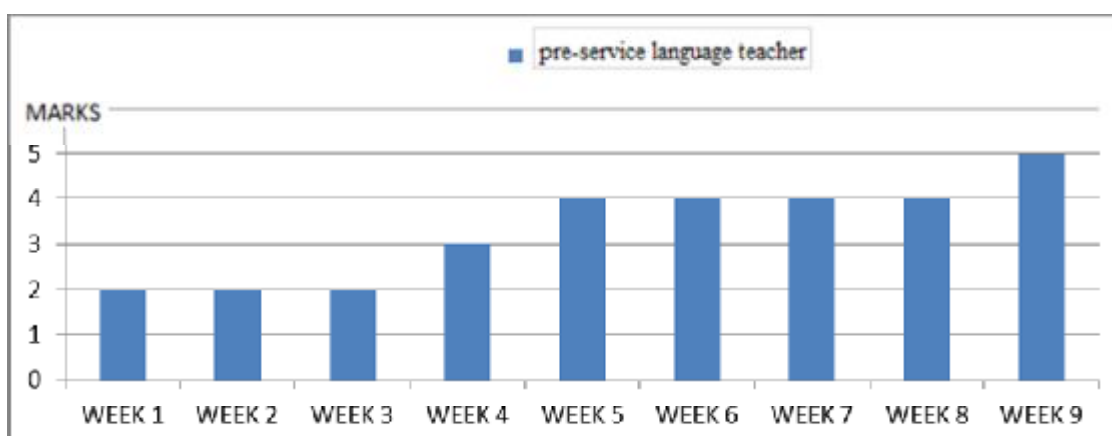


Figure 21. Weekly performance of pre-service language teacher 12

Figure 21. revealed that the performance of pre-service language teacher 12 , 2 out of 5, in the first three weeks which were dealing with the subject grammar was low. However, the success level of this pre-service language teacher, 3 out of 5, increased in the fourth week in which the subject had changed from grammar to listening and had never diminished in the following weeks. In addition, it rose continuously and reached 5 in the last week. To sum up, pre-service language teacher 12's performance with the podcast related tasks had improved throughout the term so revealed satisfactory results for the implication of the podcast tasks.

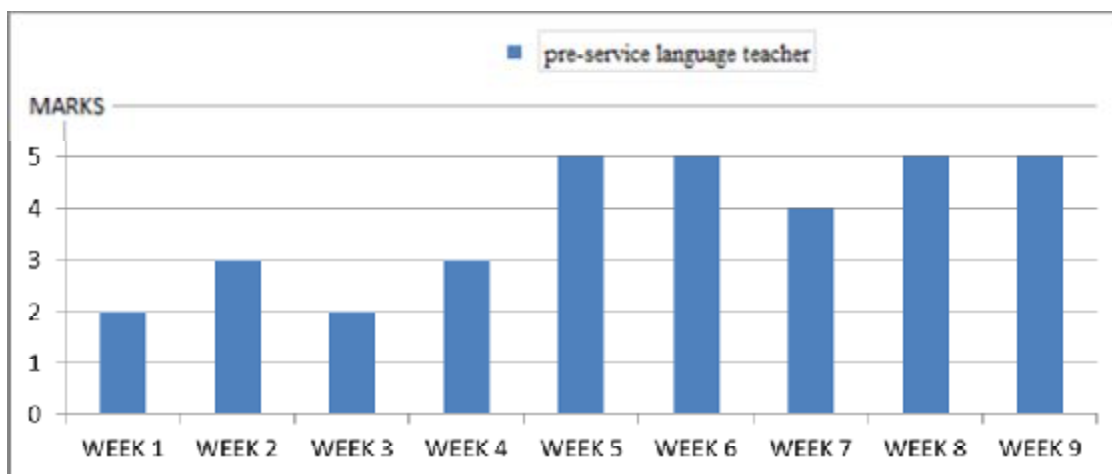


Figure 22. Weekly performance of pre-service language teacher 13

Figure 22. reveals that in the first and third weeks, pre-service language teacher 13 had his lowest performance, which was 2 out of 5 and had their highest performance of 5, in the fifth, sixth, eighth and ninth week. The overall performance level of this pre-service language teacher had increased in general except for the slight decrease in the third and seventh weeks.

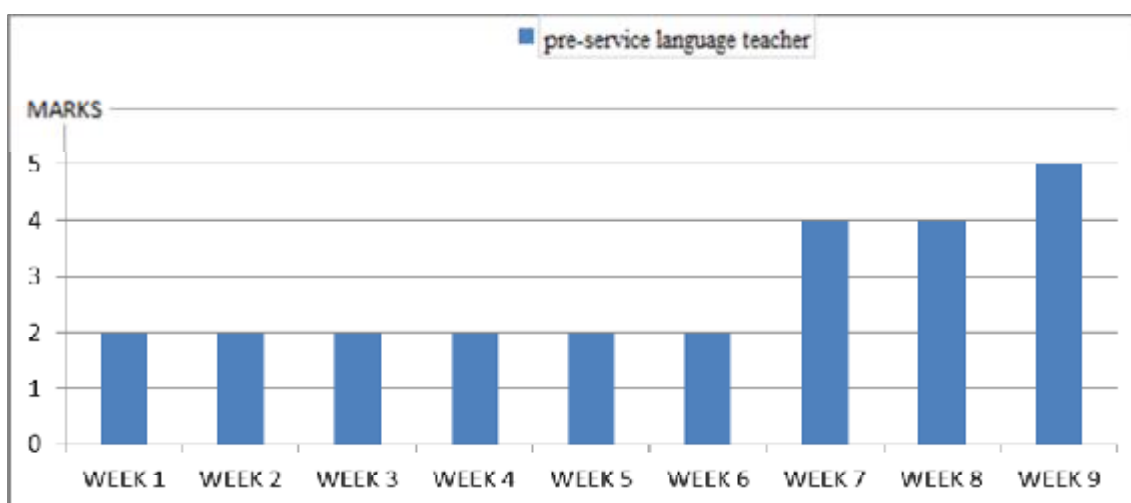


Figure 23. Weekly performance of pre-service language teacher 14

As depicted in figure 23, pre-service language teacher 14 had a stable performance from the first week to the sixth. Yet, there was a sharp increase in the seventh week which was 4 out of 5. This increase continued in the following weeks and reached the top level 5 in the last week. The subject changed into speaking in the

seventh week so this increase might be interpreted as a positive tendency towards the speaking part of the course.

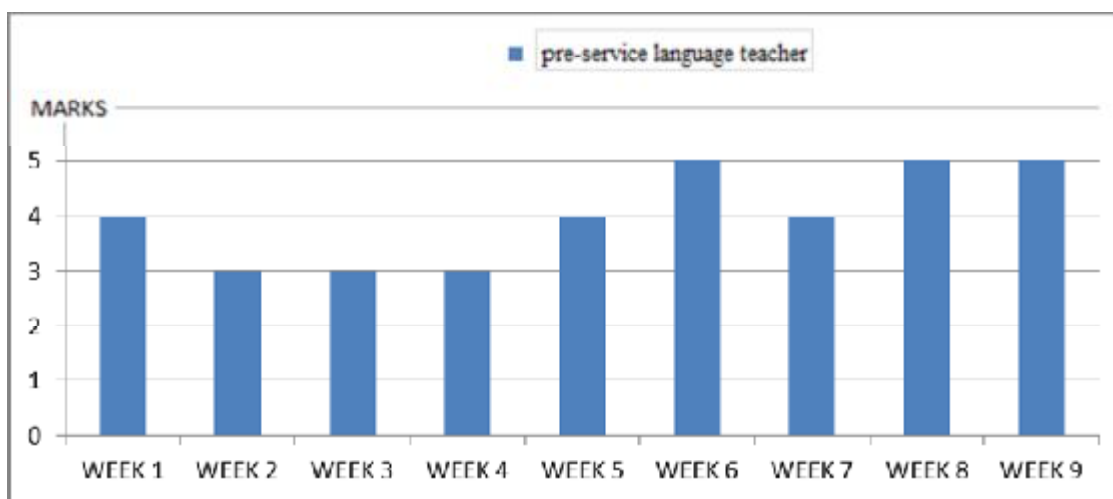


Figure 24. Weekly performance of pre-service language teacher 15

As figure 24 displays, pre-service language teacher 15 was compatible with the podcast tasks in general although there seemed to be differences among the weeks. In the first week, the performance of pre-service language teacher 15 was 4. That was above the average performance of all the pre-service language teachers for week 1, which revealed that learner 15 had no adaptation problem at the beginning of the study and was remarkably successful. The lowest performance of this learner was 3 out of 5, which was the average. There was no relation between the level of the success and the subject of the course as the changes in the performance of learner 15 occurred regardless of the change in subject in the following weeks.

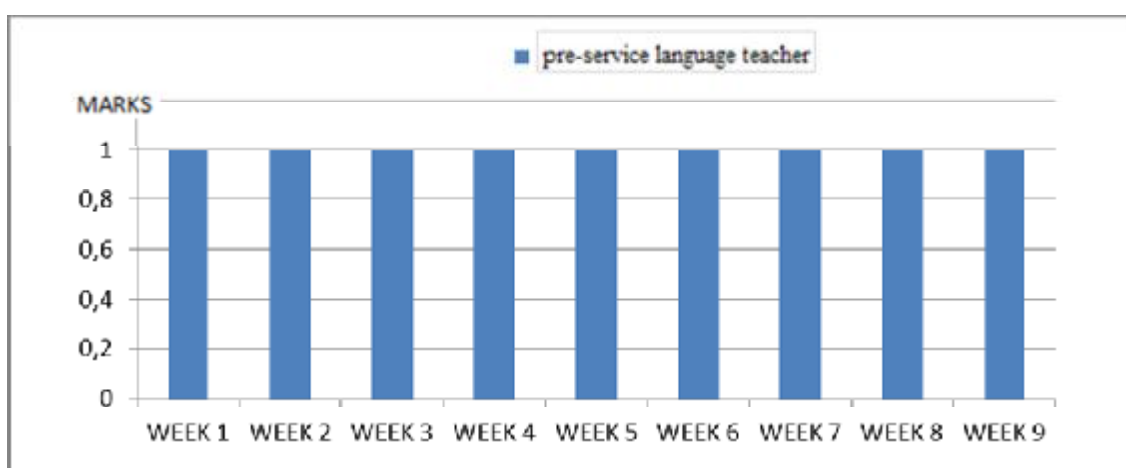


Figure 25. Weekly performance of pre-service language teacher 16

Figure 25 reveals that pre-service language teacher 16 was reluctant to accomplish podcast related tasks even if this pre-service language teacher articulated interest to the study in the first interview section at the beginning of the study. This did not pre-service language teacher complete any task during the process and got 1 out of 5 for each week.

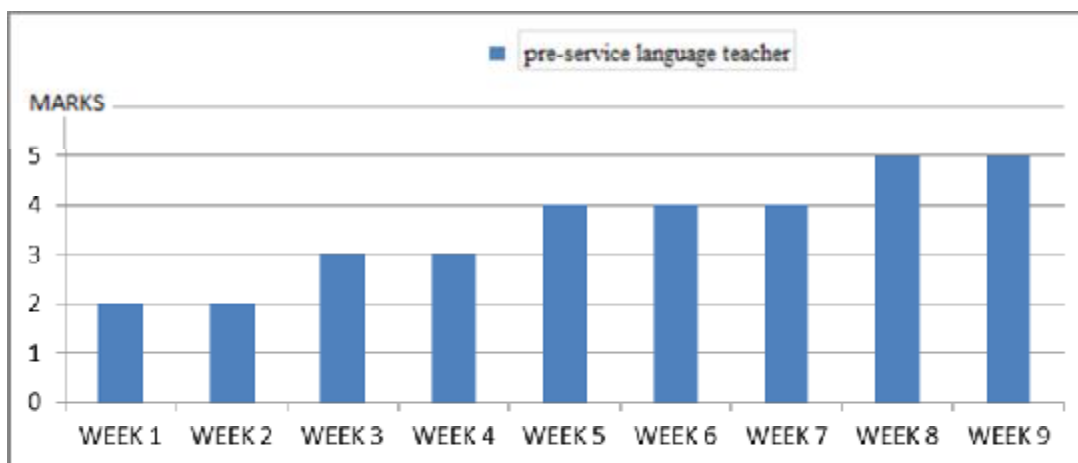


Figure 26. Weekly performance of pre-service language teacher 17

In this figure, pre-service language teacher 17 had an accelerated rate of increase that was 2 out of 5 at the beginning and reached the top level of 5 in the last two weeks. This revealed that the more this pre-service language teacher got used to the podcast related tasks, the better marks s/he got.

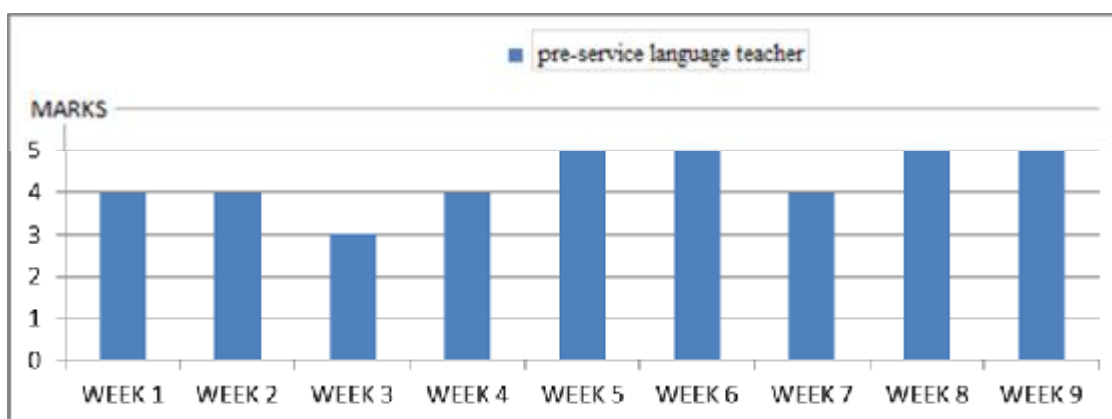


Figure 27. Weekly performance of pre-service language teacher 18

In this figure, pre-service language teacher 18 displayed a strong performance in general except a slight decrease in the third and seventh week and the level of success of this pre-service language teacher never fell below three out of five throughout the

study. The topic changed from listening to speaking in the seventh week which might reveal the reason of the slight decrease.

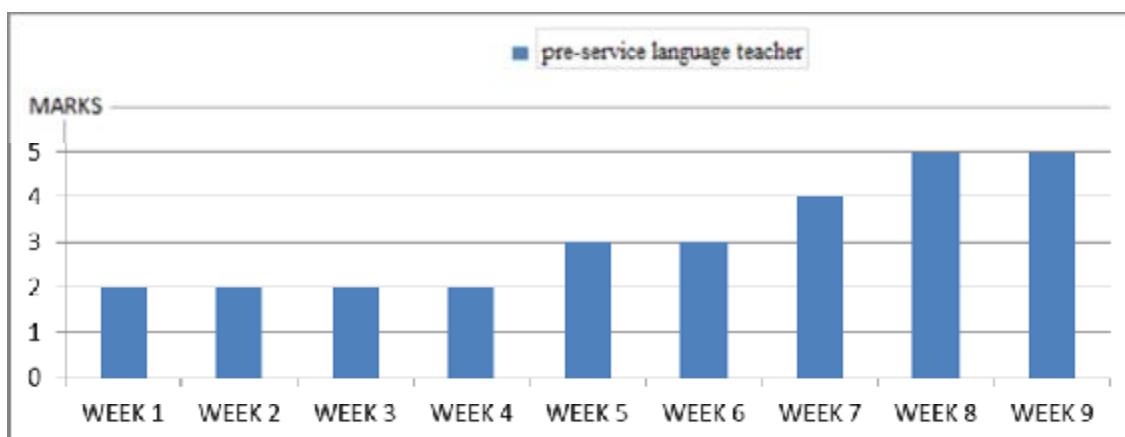


Figure 28. Weekly performance of pre-service language teacher 19

As depicted in figure 28, pre-service language teacher 19 had a stable performance in the first four weeks which was 2 out of 5. However, there were permanent increases in the fifth, seventh and eighth weeks. It was interpreted that after the adaptation process, this pre-service language teacher's success level increased rather steadily.

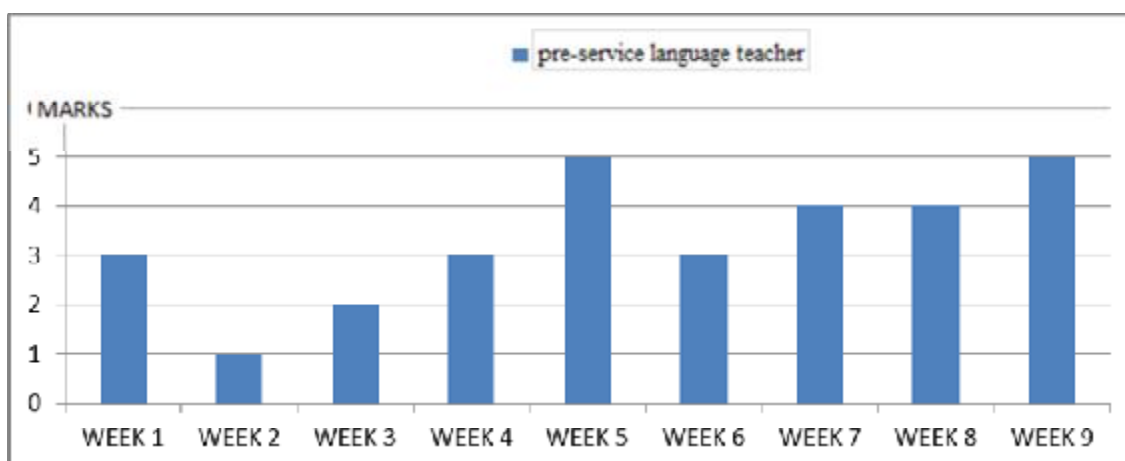


Figure 29. Weekly performance of pre-service language teacher 20

As figure 29 displays, pre-service language teacher 20 had an accelerated rate of success in general. Yet, the success level of this pre-service language teacher diminished sharply in the second week from three to one and also there was a sharp increase in week 5. This might have resulted from personal factors as there was no change in the subjects in these weeks. It was a national holiday, *Republic Day*, the

week before the fifth week, this might be the reason of the increase in the fifth week as the pre-service language teacher might had the opportunity to concentrate more on the tasks in this week.

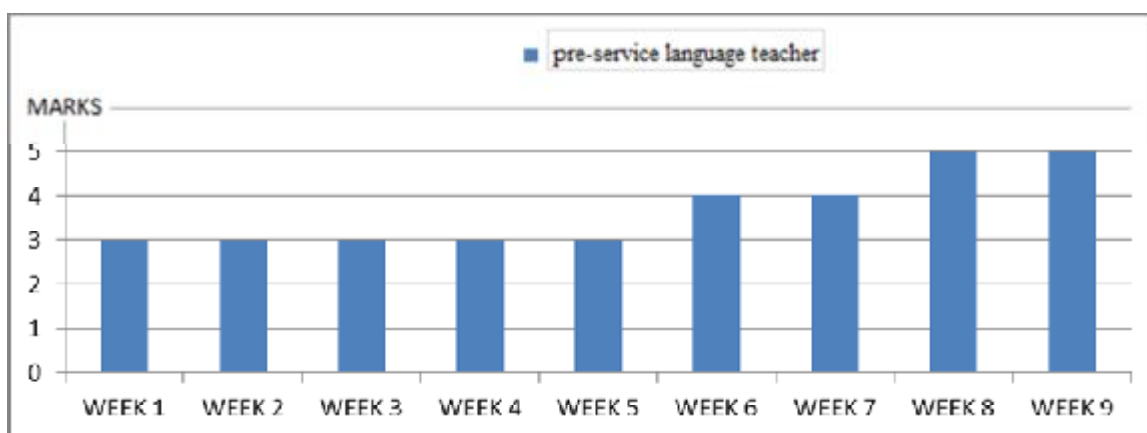


Figure 30. Weekly performance of pre-service language teacher 21

Figure 30 revealed that pre-service language teacher 21 had an average performance in the podcast related tasks which were 3 out of 5 in the first five weeks. However, this pre-service language teacher's performance started to improve in the following weeks which revealed the competency of the pre-service language teacher with the tasks.

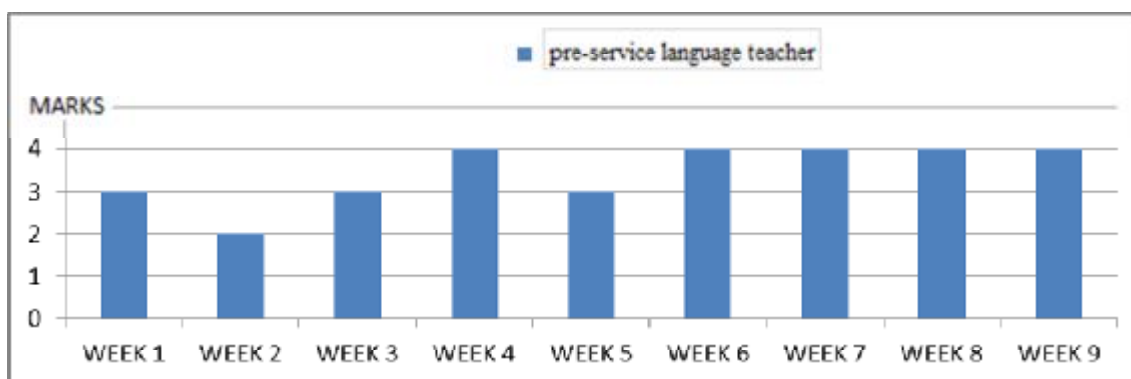


Figure 31. Weekly performance of pre-service language teacher 22

Figure 31 displays that pre-service language teacher 22 had an unstable performance in the first weeks but the performance of this pre-service language teacher became stable in the last four weeks which was 4 out of five. This revealed that the performance level of this pre-service language teacher surpassed the average in the last four weeks and could be counted as a success for this pre-service language teacher.

4.3. Analysis of the Research Questions

4.3.1. Research Question I: *What are the pre-service language teachers' opinions of advantages from language skills courses equipped with podcasts?*

The idea of the utilisation of podcasts in language learning has gained popularity at an accelerated rate recently and many researchers have tried to figure out the potential benefits of this technological tool for the learning environment. Yet, the opinions of pre-service language teachers of the advantages of podcasting have not been investigated sufficiently. This is crucial for getting the most out of this tool and maintaining a well organised learning environment for language learners. Since they are expected to be pioneers of innovative applications as prospective teachers, this research question sought the opinions of pre-service language teachers on the favourable aspects of podcasts integrated into a *Teaching Language Skills* course.

The descriptive data analysis of item 15 of the pre and post questionnaire, item 14 of the pre-interview and items 1 and 2 of the post interview revealed that participants of the study had a consensus on positive contribution of podcasting to their listening skills. The perceived benefit to listening skills showed similar results with the study of Hawke (2010), Li (2009), Hasan and Hoon (2012), Lee and Chan (2007), Artyushina et al. (2011) and Norozi and Salami (2011). Furthermore, according to the results of this study, podcasting positive impact was not only on listening but also on all types of other language skills such as speaking, writing, reading as well as vocabulary, and grammar. As Hasan and Hoon (2013) cited, podcasting can increase the language learning of learners in all kinds of areas including listening, pronunciation, vocabulary, grammar, speaking and related learning activities (Chan et al. 2011; Kaplan-Leiserson 2005). The results also revealed the advantage of podcasting in terms of pronunciation improvement. The attitude of the participants about the benefit of podcasting in the improvement of pronunciation is also emphasized by some of other researchers such as Lord, (2008) and Knight, (2010). However, Ducato and Lumicka (2009) reported that learners' pronunciation did not improve significantly with regard to accentedness and comprehensibility, yet they claimed that 16 weeks of study was not long enough for significant improvement and there was no in-class pronunciation practice during the study.

All of the participants also highlighted the benefit of this study regarding raising awareness about self-study and maintaining study habits. Li (2009) and Abdous, et al.

(2009) also stressed in their studies the improvement of study habits of the participants. Participants both in the pre-questionnaire and post questionnaire displayed the practical nature of podcasting and its accessibility. This assertion of the participants was in line with the study of Abdous, et al., as they expressed that podcasts can serve as an easily accessible and economical tool for the mobile learners of today. Hasan and Hoon (2013) supported this result, as well by claiming that flexibility is one of the reasons of the positive perceptions toward podcasting as learners can listen to podcasts at their own time and pace and can reach the materials they missed or review the ones they did not understand easily.

This study revealed that podcasting contributed to the establishment of a constructivist way of learning environment. According to the results, podcasting is a efficient way of enhancing exposure not just to the target language in general but also to the ELT jargon. It is an authentic source of L2 knowledge and provides the opportunity to put the theory into practice. In this way, it contributes to the academic and professional development of the pre-service language teachers within a constructivist framework. Similarly, Thorne and Payne (2005) emphasized that podcasts offer learners authentic materials that represent real language. The analysis of data displayed that podcasting integrated into the course content is favourable for the participants in exchanging ideas with their peers easily, which established a collaborative learning atmosphere in which the sharing of their friends provided them with peer support. The pre-service language teachers also displayed that this implementation raised their consciousness and led to critical thinking which is significant in internalizing the knowledge in a constructivist perspective of learning. This is because new knowledge is built on existing knowledge through active process of interaction, reflection and discovery of the learner. As Myes and de Freitas (2004) defined learning within a constructivist aspect as the realization of comprehension of the learner actively involving through discovery, dialogue and collaboration.

4.3.2. Research Question II: *What are the pre-service language teachers' opinions of disadvantages from language skills courses equipped with podcasts?*

Item 16 of the pre and post questionnaire, Item 15 of the pre Interview and Item 3 of post Interview sought pre-service language teachers' opinions about the disadvantages of podcasting integrated into course content. Although the majority of the

pre-service language teachers (30.4%) in the pre questionnaire and 57.1% in the pre interview agreed that the utilisation of podcasts has no disadvantage, this study contributed positively to this notion as this rank increased to 63.6% in the post questionnaire and 60% in the post interview. So it can be clearly observed that even if the pre-service language teachers had positive perceptions of podcasting, performing it through a semester added to this perception. This result is in line with the results of many studies such as Abdous, et al. (2009), Harris and Park (2008), Hasan and Hoon (2013), Kim and King (2011), Harrison, et al.(2009) and Li (2010).

The second most frequently uttered disadvantage of podcasts (34.8% pre questionnaire, 22.7% post questionnaire and 14.3% pre interview) was the language input. Pre-service language teachers revealed that if the language input is complex, comprehension becomes difficult. However, in the post questionnaire this disadvantage was not articulated by any pre-service language teachers; therefore, it can be interpreted that the podcasts of the study were compatible with expectations of the pre-service language teachers. The participants of the study also laid emphasis on the duration of the podcasts in the pre and post questionnaires and the pre interview as it can turn out to be a time consuming activity with long podcasts. Li (2009) and Chan, et al. (2011) similarly stressed the significance of the length of the podcasts in triggering the interest of learners and affecting their perceptions. A small amount of the pre-service language teachers (8.7% in the pre questionnaire, 7.1% in the pre interview and 10% in the post interview) displayed that as it a technological tool, learners with economic problems who do not own any laptops, computers, mp3 players or smart phones can have problems to access the podcasts easily. However the benefit of accessibility put forth in many other studies, for instance, Abdous, et al. (2009), stressed that learners have the opportunity to reach podcasts anytime and anywhere thanks to its accessibility.

Some of the disadvantages were only revealed in the pre questionnaire and pre interview so it is understood that the negative perceptions of these themes disappeared after the implementation of this study. These disadvantages were: 1) some pre-service language teachers mentioned that podcasts addressed only some aspects of intelligence and stressed the multiple intelligence theory of Gardner (1983) and further expressed that various methods and techniques should be utilised in a learning environment; 2) some participants stressed the quality of the voice and recording to maintain an effective listening, so acoustic problems were revealed as another potential disadvantage of podcasts. On the contrary, some of the themes only expressed in the post questionnaire.

15% of the pre-service language teachers adverted the difficulty of the accomplishment of the tasks related with podcasts in time and 10% of them referred the complexity of the tasks as a disadvantage of podcasts. A small amount of the pre-service language teachers (5%) revealed that understanding a native speaker was hard at the beginning but by time, it got easier.

4.3.3. Research Question III: *What are the perceptions of pre-service language teachers' in language skills course equipped with podcasts before and after the application of the study?*

In the present study, analysis of the responses to Items 12, 14, 15 and 17 of the pre-interview, items 13, 15, 16, 18 of the pre and post questionnaire and item 3 of the post interview were compared in order to identify the differences between the pre and post application of the study among the perceptions of the pre-service language teachers. The results of the first and last application of the questionnaire and the first and last interview were consistent with each other and there was not a remarkable difference between pre-service language teachers' pre and post-application perceptions. However, there occurred divergent attitudes between the first and last applications of the questionnaires and interviews. These differences are laid out in the following paragraphs under various themes such as the definition of podcasts, the expectation of the podcasts integrated into course content; and the advantages and disadvantages of podcasts.

When the qualitative data analysed, from item 12 of the pre interview and item 13 of the pre and post questionnaire which sought the definition of podcasts were compared, it can be seen that there were no significant differences regarding the description of podcasting as before and after the study. The majority of pre-service language teachers consented that podcasts were a type of digital media (35.7% in the pre questionnaire, 16.1% in the post Questionnaire and 14.3% in the pre interview) and a tool to improve listening (28.6% the pre questionnaire, 22.6% in the post questionnaire and 33.3% in the pre interview). The definition of podcasts as an audio and video recording, online audio blogging and folder share, and a type of Web 2.0 tools were other commonly accepted descriptions. The positive changes with the definition of podcasts were 7.1% of the pre-service language teachers having no idea in the pre questionnaire and this was surmounted as a consequence of the study, and

16.1% of the pre-service language teachers defined podcasts as a supplementary material for teachers in the post questionnaire.

The data analysis of item 18 of the pre and post questionnaire and item 17 of the pre interview which sought the expectations of the pre-service language teachers from the course content equipped with podcasts were inconsistent with each other. When the frequencies and percentages of these items were compared pre-service language teachers' expectations to improve their teaching language skills was the highest rated commitment. However, there was a significant change with the expectation of obtaining an academic network as it was denoted 4.8%, in pre-questionnaire whereas 21.2% in the post questionnaire which was the most frequently denoted expectation in the post questionnaire. There were also two opinions mentioned only in the post questionnaire that are important as they emerged after the application of the study. These were the expectations of the professional development and involvement of the fun factor. This idea supports the view that pre-service language teachers can enjoy the podcast applications that appeal to their interests. According to the results of Harrison, Smith and Yates (2009), the majority of the learners had positive attitudes of gaining valuable knowledge and fun from using podcasts. Similarly, Kim and King (2011) indicated that implementing podcasting and blogging in the English language learner classroom was enjoyable and beneficial so can be preferred by the teacher candidates in their future teaching careers. In Hasan and Hoon's study (2013) which was constituted of a revision of 20 recent studies concerning podcasts, the majority of the respondents claimed podcasting was enjoyable in learning and they had favourable perceptions about the utilisation of this technological tool.

The perceptions of the pre-service language teachers about the disadvantages of podcast use in the pre and post questionnaires and the pre and post interviews were also compared to figure out the differences experienced with the utilisation of podcasts. According to the analysis of the data, the majority of the pre-service language teachers had the common conclusion that podcasts had no disadvantages; and this result reached a higher percentage after the implementation of the study. It increased from 30.4% (pre-questionnaire) to 63.6% in the post questionnaire and 57.1% (pre-interview) to 60% in the post interview. There were also three positively changed perceptions. These were the accessibility problems, acoustic problems and inadequacy of podcasts in addressing the multiple intelligence theorem. From the results, it can be inferred that the

utilisation of podcasts contributed positively to the pre-service language teachers' perceptions of podcasts.

When the findings of item 15 of the pre and post questionnaire and item 14 of the first interview which sought the advantages of podcasts were compared, it was clearly deduced that the perceptions of the advantages of podcasts were the most augmented theme after the application of this podcast-based study. There were 8 different advantages indicated at the first application of the questionnaire and interview, whereas this number increased to 14 in the last application of the questionnaire. In the last application of the questionnaire, pre-service language teachers denoted that the utilisation of podcasts is a viable type of consciousness raising technique. They also stated that it is beneficial for enhancing collaborative learning. These additional perceived advantages were noteworthy as they were strongly correlated with the qualities of constructivist learning environments. It can clearly be inferred from the results that pre-service language teachers' reflections significantly advanced considering the positive effects of podcasting within a constructivist way of learning. This finding of the study supports the commitment of Rosell-Aguilar (2007) that podcasting is profoundly interrelated with constructivism in which learners construct knowledge through active exploration, observation, processing and interpretation. The perception of the pre-service language teachers of the positive contribution of podcasts to the improvement of listening skills did not change throughout the study and ranked within the highest percentage in both applications of the questionnaire and the interview. These findings revealed that pre-service language teachers had a strongly positive attitude towards the use of podcasts in order to improve listening skills and this attitude was not affected from the application of a podcast- based program. This result is in line with many studies in the literature. According to the overall findings of the study of Hasan and Hoon (2013), which was the revision of the recent literature, podcasts were beneficial for listening skills in particular.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Conclusion

This study has depicted the utilization of podcasts in a *Teaching Language Skills* course within a pedagogical perspective. Participants of the study were chosen as pre-service English language teachers at Çukurova University of Turkey. Interviews, questionnaires, pre-service language teachers' performances on podcast related tasks and pre-service language teachers' reflections were used as data collection tools. Both qualitative and quantitative data results demonstrated that the majority of the pre-service language teachers had a favourable attitude towards podcasting integrated into course content. All of the pre-service language teachers agreed on the benefits of podcasting to listening skills. Over 70% of the pre-service language teachers stated that podcasting had no disadvantages and that this facility provided them with the opportunity to review course content. A vast majority of the pre-service language teachers found podcasting to be beneficial, enjoyable and effective for the improvement of all language skills (oral skills in particular) and as a supplement to the course content. According to the data collected from the performance of the pre-service language teachers with the podcast related tasks, there was a remarkable gap between the overall performance of the first and last week. That is, the performance of the pre-service language teachers increased during the process. Most of the pre-service language teachers revealed that the peer support they received during this study enabled them to observe and better tackle occurring problems. The results were in concordance with the constructivist theory that learning is an ongoing process of constructing and making meaning through interactions and is strongly related with perceptions and attitudes.

5.2. Pedagogical Implications of the Study

Integration of technology based programs into the learning environment is an indispensable result of the 21st century. As technology is now an almost inseparable part of our lives, instructors should not ignore literacy and competency in using technological tools in this 'net generation' (Oblinger & Oblinger, 2005, p. 13). According to McLoughlin and Lee (2008), learning should be open to new tools and strategies and thus should be organised accordingly. However, it is the role of the

instructors to integrate innovative technologies in the best way they can in order to enhance learning. Pre-service language teachers' perceptions, attitudes and capability of using these tools are crucial for the adaptation and application of these innovative technologies on an educational platform as prospective teachers. As Solomon and Schrum (2007) stated learners can master the skills of the 21st century when instructors are well educated and assisted in the necessary type of instruction. Similarly, Yeung, et al., (2012) indicated that it is significant to maintain the confidence of pre-service teachers toward the utilisation of technologies in their teaching and guide them in understanding the 'relevance' of technologies in education. This study is in line with this notion and provided pre-service teachers with essential experiences.

The integration of technological tools into the learning environment is strongly related with the constructivist approach and instructors with a notion of constructivist and collaborative learning should have a positive attitude towards the use of new technologies. They should also be efficient in implementing these technologies in their teaching as Hermans, Tondeur, van Braak, and Valcke (2008) put forth, the significance of the beliefs of instructors in using computer technologies and revealed that constructivist beliefs of instructors had positive effects on their use of computer technologies. In this vein, Wang and Vasquez (2012) highlighted the various benefits of Web 2.0 tools such as maintaining a collaborative, social and relaxed learning environment in which learners interact and collaborate with each other. This study enabled pre-service language teachers a web-based language learning platform within a constructivist framework and presented them with favourable experiences both for their academic and professional development. It integrated Web 2.0 tools, namely podcasting, into the course content. This was done within a web supported platform enhanced by a learner centred atmosphere where participants were more active, obtained peer support and took the responsibility of their own learning. In this regard some of the scholars believed that blended learning approaches improve active learning strategies, peer to peer learning strategies and learner centred strategies (Graham, Allen, & Ure, 2003, Dziuban, Hartman & Moskal, 2004).

Innovative instructors are apt to implement new technologies and seek authentic materials in order to facilitate the learning of their learners. Most of the studies conducted in language learning revealed that podcasting is flexible and accessible and may be beneficial to the advance of the learners as a whole person. It enables self-phased learning and maintains exposure to the target language with

authentic materials (Abdous, et al. (2009), Hasan and Hoon (2013), Harrison, et al. (2009), Thorne and Payne (2005), Harris and Park (2008).

The findings of the study displayed that pre-service language teachers view podcasts as a supplementary tool and beneficial for the reviewing of the course content which is compatible with many studies such as Monk, Ozawa and Thomas (2006) Abdous, et al. (2009) Harrison, et al.(2009), Pastore (2008), Ozkan (2011). The pre-service language teachers of this study also agreed on the impact of podcasts on the improvement of all language skills, particularly listening skills. This study also revealed the significance of using podcasts in in-service teacher training as the pre-service language teachers of the study found podcasting crucial to the update of teachers and teaching and added a new skill for the teachers as well. Teachers who seek a practical and accessible alternative way of presenting class content can use podcasting which is a kind of entertaining class content and is attractive to language learners. With the light of these findings, profoundly considered and prepared podcasts that appeal to the needs and interest of the pre-service language teachers should be given priority in pedagogical environment.

5.3. Limitations and Suggestions for Further Research

In this study podcasts and podcast related tasks were integrated into a *Teaching Language Skills* course on a specifically designed web-based platform. It was a semester long study conducted with 22 pre-service language teachers. Future research can be conducted with a larger group and for a longer period of time to ensure the permanency of pre-service language teachers' attitudes towards podcast utilization, and for us to be able to observe the positive effects of podcasting on language skills as claimed by the participants of this study. A follow up study is also needed in order to understand the contribution of the favourable attitude and perceptions of pre-service language teachers to their utilisation of this tool in their classes and observe if there occurs any changes with their perceptions in their in service teaching. Further research is also needed to verify the permanency of the podcast use and study habits that the participants of this study obtained with regular tasks during the study. The impact of the use of podcasts in other courses may also be investigated. Finally, a study consisting of two groups, one controlled and one experimental can be conducted to compare and contrast the perceptions and performances of both groups.

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LIST OF APPENDICES

Appendix 1. First Interview Questions

Değerli ingilizce öğretmen adayları. yabancı dil öğretmeni eğitiminde yapılandirmaci yaklaşım çerçevesinde podcast kullanimini incelemek amacı ile, yapmakta olduğum Yüksek Lisans tez çalışmama, size verilen soruları yanıtlayarak katkıda bulunmanız çalışmamı yürütebilmem adına destek oluşturacaktır.. Değerli vaktinizi ve fikirlerinizi paylaştığınız için şimdiden çok teşekkür ederim.

Vermis olduğunuz yanıtlar kesinlikle paylaşılmayacak sadece calismama kaynak amaclı kullanılacaktır.

Meslekttaşınız Seda GÜLER

1) English Proficiency Level:

YDS Test Score (If any):

TOEFL or IELTS Test Score (If any):

YADYO Test Score (If any):

2) Do you have experience abroad?

Where:

When:

How long:

3) Do you have laptop or PC?

4) Do you have Internet connection?

5) Why do you use Internet in your daily life?

6) What is your expectation from the course *Teaching Language Skills Course*?

7) Have you ever used *twitter*?

- 8) Do you have a *twitter* account? For how long?
- 9) Do you think *twitter* can serve as a learning aid in English Language teachers and students?
- 10) What are the disadvantages of using *twitter*?
- 11) Have you ever heard of *podcasting*?
- 12) What is a *podcast*?
- 13) Have you ever listened to a *podcast*? If yes how many times?
- 14) What are the advantages of using *podcasts*?
- 15) What are the disadvantages of using *podcasts*?
- 16) Have you ever completed any online task? If yes, please explain briefly.
- 17) What do you expect from the *Teaching Language Skills Course* blended with *podcasts*?

Appendix 2.Second Interview Questions

Değerli ingilizce öğretmen adayları., yapmakta olduğum Yüksek Lisans tez çalışmama, size verilen soruları yanıtlayarak katkıda bulunmanız çalışmamı yürütebilmem adına destek oluşturacaktır.. Değerli vaktinizi ve fikirlerinizi paylaştığınız için şimdiden çok teşekkür ederim.

Vermis olduğunuz yanıtlar kesinlikle paylaşılmayacak sadece çalışmama kaynak amaçlı kullanılacaktır.

Meslektaşınız Seda GÜLER

- 1.) How did you find the content of the *podcasts*?**
- 2.) What are the impacts of *podcasts* to Academic achievement?**
- 3.) What do you think about the disadvantages of using *podcasts*?**
- 4.) What do you think about the use of such kind of Web 2.0 tools in your future teaching career?**
- 5.) What should be the teacher attitude and role while using *podcasts*?**
- 6.) What did the use of podcasts contribute to *Teaching Language Skills Course*?**
- 7.) What do you think about the peer support section in the Web site?**
- 8.)What language skills do *podcasts* affect most?**

Appendix.3. Week 1 Uploaded Task and Reflection of a Learner

1.(a)Because schematic knowledge is knowledge of the world.That is, this knowledge comes from our own experiences and perspective. We would probably have background information with the other speaker so we can understand the first sentence easily.**The red one please,Ali.Thanks.**In this sentence schematic knowledge provide us understand the sentence.Thanks to the shared knowledge we can understand what is '**The red one**'.We can not understand with only grammar this sentence.If we have **more** shared knowledge(schematic knowledge),we need **less** grammar.

2.I give the subject my students with schematic and systemic knowledge together.For comprehensible grammar lesson both of them are essential.

First of all,I start with a mini revision of the last lesson and explain the new topich with comparising the last topic. While I'm teaching new topic, I take into account of students' schematic knowledge, their level and ages.For example, I want to teach Simple Present Tense.

I give them the topic without using meta language and I explain the topic with simple examples from real life.While giving examples, I call the characters with Turkish names,meals,sports..etc.(examples which are appropriate for their culture)

Also, comprising the topic with their daily routine.I ask them questions what do you do in the morning,afternoon and at night? The topic will be memorable and understandable with stories,materials...etc. For instance, I read them a story which they know beforehand and in their mother tongue

Thanks to these, the meaning and usage of the tense will be clearer as a schematic knowledge.

Reflection

This podcast is useful for recalling the old subject. Kevin is speaking clearly and fluently. While teaching grammar schematic knowledge is very important. In lessons schematic and systemic knowledge should give students together. They are complementary but only systemic knowledge doesn't make any sense.

Appendix.4. Week 1 Task and Reflection of a Learner Written Online to the Web Site

Privacy & Terms
learned? access
submit? access

YDI - 305 Teaching Language Skills
education with podcasting

Main Page
General Info
About Podcasting
Guide
Announcements
Contact

Home
New of the week
podcasts
updates
Edit

Welcome
H. F.

Answer From H. E.

Pre - Questionnaire
Week One
Week Two
Week Three
Week Four
Week Five
Week Six
Week Seven
Week Eight
Week Nine
Answers For Week

Task

TASK 1-1- Schemata knowledge is the knowledge of the world. In schemata knowledge we use our background information. We can say we use our schemata knowledge without an shared knowledge. When we use it in the classroom, the speaker can assume schemata knowledge in the first sentence "This one please, Al, Thanks." without schemata knowledge it is sentence does not make any sense in communication. The real use when we use it. Knowledge 2- Grammatical system is not enough for us to communicate with each other. We also need the knowledge of the world. I would make my students to make the grammatical structures become understandable when we use it. So first of all, we need to make a schematic knowledge. I would not use metaphorical terms when I start to teach grammar. I would give the grammatical structures from the real context. Instead of using foreign names I would use names from the class. First I would tell the function of the subject. Then I would use visual materials to trigger the schemata knowledge.

Attachment

If you want to download H's attachment file click here.

Reflection

The question is the task and about schematic knowledge. I have learnt the importance of schematic knowledge in English teaching courses. Schematic knowledge is the knowledge of the world. In a course, when we teach to learn, we should make them to understand the subject from real life. This can trigger student's schematic knowledge. Only systemic knowledge does not make any sense. We should also use our background information (schematic knowledge) to make an effective and meaningful communication.

This webpage is designed for a Master's thesis study conducted in University of Luleå, English Language Teaching department.

Appendix.5. Syllabus of the Course

Syllabus for YDI 305 Teaching Language Skills

2013-2014 Fall Term

Learning objectives for the course:

Participants in the course will learn theoretical and practical knowledge about teaching language skills in order to teach one of the skills effectively in L2 teaching. In this semester teaching **grammar**, **listening** and **speaking** and will be the focus of the course content.

Participants in the course will develop a formal plan for incorporating the theory into course delivery and share their ideas with the group. Participants also are expected to perform micro-presentations based on the course content.

Expectations:

Participants in the course will read the assigned readings, think about how the readings apply to their own situation, and share their reflections with the group.

Respect, mutual help, and enthusiasm for learning will be cornerstones of all interactions, whether teacher-participant or participant-participant.

Evaluation:

There is one midterm and a final exam. The bulk of the final grade will be based on your active participation (**in class** and **online participation**) in the courses.

Mid-term Exam: 25%

Micro-teaching task: 25% (15% presentation + 10% lesson plan)

Final Exam: 30%

Podcasts and online participation: 20%

Textbooks:

Hadfield, J. & Hadfield, C. (1999). *Presenting new language*. OUP. ; Batstone, R. (1994). *Grammar*. OUP. (Required); Wallace, C. (1992). *Reading*. OUP. (Required); McCarthy, M. (1990). *Vocabulary*. OUP. (Required); Anderson, A. & Lynch, T. (1988). *Listening*. OUP. (Required); Bygate, M. (1987). *Speaking*. OUP. (Required); Tribble, C. (1996). *Writing*. OUP. (Required)

WEEK 1: Introduction to the Course; Grammar

WEEK 2: Grammar

WEEK 3: Grammar

WEEK 4: Listening

WEEK 5: Listening

WEEK 6: Midterm

WEEK 7: Midterm paper evaluation and reflection on exam papers

WEEK 8: Listening

WEEK 9: Speaking

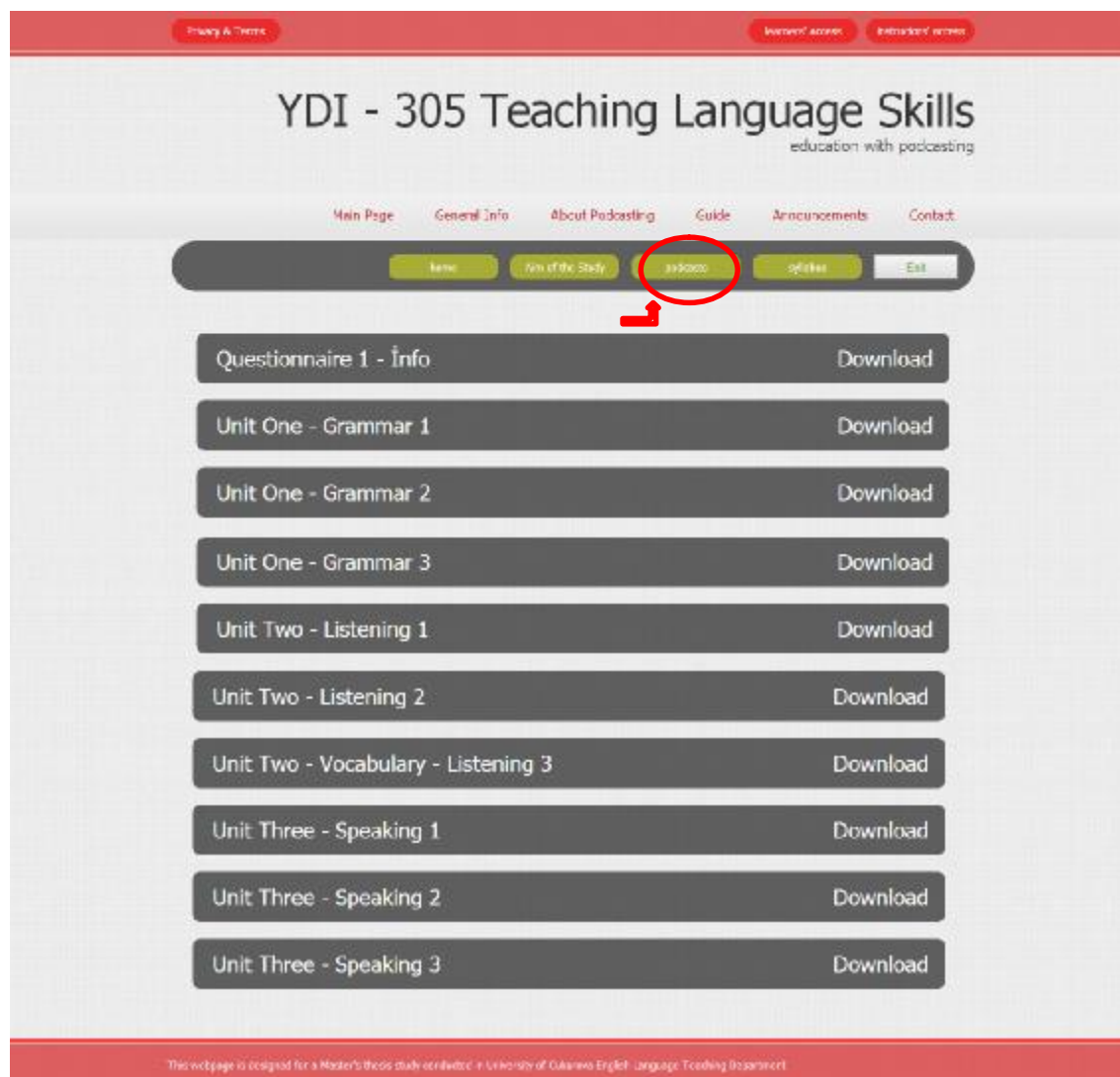
WEEK 10: Speaking

WEEK 11: Speaking

WEEK 12: Podcast tasks evaluation and reflection on tasks

WEEK 13: Review of the course content

Appendix 6. Sample of a Podcast



A sample podcast is available in this link:

http://www.teacherspodcasting.com/ckfinder/userfiles/images/Podcast/05.11.2013_00_05_12_Podcasts_week_one.mp3

Appendix 7. Sample of Podcast Related Task

[illegible]

CURRICULUM VITAE

PERSONAL DETAILS

Name-Surname : Seda GÜLER
Year of Birth : 26 / 10/ 1984
Place of Birth : Adana
E-mail Address : sedaguler2@gmail.com

EDUCATION

2012 October- 2013 February: Universitat Potsdam, ERASMUS MA Programme
2010 – 2014: MA at Cukurova University, Institute of Social Studies English Language Teaching Department, Adana.
2002 – 2006: BA at Çukurova University, The Department of Foreign Language Education, English Language Teaching Department, Adana, Turkey.
1996 – 2002: Private Çukurova Bilfen Secondary and High Schools
 Private Adana Primary School

PROFESSIONAL EXPERIENCES

2010- : English Language Teacher at Gökçeler İsmail Kayhan Secondary School, Adana
2007-2010 : English Language Teacher at Toros Gübre Primary School, Adana
2006-2007 : English Language Teacher at English Home Private European Language Course

LANGUAGES

Mother tongue: Turkish
Other languages: English C2*
 German B1*

() Common European Framework of Reference for Languages (CEF) level*