

The Effects of Podcasting on Turkish Pre-service Teachers' Foreign Language Anxiety and Attitudes towards Technology Integration

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Introduction

The Internet-based technologies have influenced teaching and learning at various levels and the pervasiveness of using these technologies among students has guided educators to further explore the benefits of learning through the use of different types of technology. One of the new technologies which has gained popularity and special attention in education is podcasting.

Most of the previous research on podcasting aimed to examine participants' podcast usage profile, barriers of using podcasts and the effects of podcast on learning outcomes. The present study focuses on the use of podcasting for a totally different purpose. The aim of this study is to find out whether the use of podcasts in class will affect the Turkish prospective teachers' foreign language anxiety and attitudes towards technology.

Podcasts in Education

One of the recent examples of Internet audio is the podcast which is an audio file that anyone can create using a computer, a microphone and a software program. Once posted to the web, podcasts can be accessed, downloaded and played to a computer or portable players. Thus, it is highly simple to create, edit, publish and listen to them. Podcasting is a new technology that

is increasingly capturing the attention of practitioners from all areas of education. Students listen to recorded lectures and this allows them to review lectures any time they want (Read, 2005). Podcasts also allow instructors to make course materials available to students outside of class, and students can record and share interviews or other projects through podcasting software (Meng, 2005). According to Thorne and Payne (2005), podcasting has the potential "to foster a more seamless integration of in-class and out-of class activity and materials" (386). It provides increased flexibility and portability and allows time for multitasking.

The taxonomy of current practices of podcast in education shows that podcasting is mainly used in two ways: Teachers and students create their own materials or use existing resources (Rossell-Aguilar, 2007). Teacher-created podcasts can be lecture podcasts and those used as supplementary materials (Lee & Chan, 2007) whereas student created podcasts generally consist of student projects.

Research employing student self reports revealed positive effects of podcasting on students' academic work. Students felt podcasts supported their learning and were helpful when they prepared for the exams (Evans, 2008; Maag 2006). On the other hand, studies using students' exam scores and utilizing an experimental research revealed conflicting results. Abt and Barry (2007) conducted a study with fifty students; the podcast group listened to six podcasts during the six week period while the control group was given the transcript of the podcasts. The results of the multiple choice test showed a mean effect size of 0.19, suggesting that the use of podcasts might not result in a worthwhile improvement in student achievement.

This result confirms those of Baker *et.al.* (2007) and Lakhal *et al.* (2007). On the other hand, Kurtz, Fenwich and Ellsworth (2007) report that students who received podcasts of classroom lectures for review received higher course grades than students who only listened to class lectures in their classrooms. Özdener and Güngör (2010) examined the effects of video podcast technology on broadcasting Turkish students' project quality and on peer learning. While the experimental group submitted their work through video podcast technology, the control group submitted it via CD. At the end of the research no significant

