



The Effectiveness of the Use of Podcasts Made with Artificial Intelligence in EFL for Primary School Students

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Abstract

In Türkiye, English is taught at primary level in public institutions for two hours a week. However, studies show that more than two hours per week are needed for natural learning of the language. Therefore, it is necessary to create an environment where students can practise English outside class. It is a well-known fact that technological tools and applications for effective language learning contribute to the second language learning processes of today's primary school students at the point of increasing interest and motivation in the classroom. In this study, additional materials prepared using AI tools were translated from text to audio using AI applications and content that students can access anytime, anywhere via eba or reliable chat applications. This allowed the students to improve their English listening and speaking skills while not being exposed to online video sharing and social media tools outside of the class. The research is an action research study. The participants were 50, 2nd grade students from Binali Yıldırım Primary School in Tuzla District, Istanbul Province. Qualitative and quantitative tools were used together to collect data. Interviews with students and teachers and observations were used as qualitative data collection tools. Qualitative data showed that podcasts narrated with children's voices using artificial intelligence tools attracted students' attention, and their desire and motivation to listen and create podcasts increased throughout the study. SPSS analyses of quantitative data from pre- and post-tests administered at the beginning and end of the study were conducted and it was found that podcasts reduced students' classroom anxiety. The study findings show that podcasts can effectively improve students' listening and speaking skills and reduce English class anxiety. It is possible to use time- and energy-saving content prepared with artificial intelligence tools to enrich English lessons.

Keywords: English lessons, podcast, artificial intelligence, anxiety, language skills

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1. INTRODUCTION

In Türkiye, English is taught for two hours a week at the primary level in official institutions affiliated with the Ministry of National Education. However, many studies agree that natural language learning requires more than two hours a week. Teaching English in Grade 2 begins with the expectation that pupils will become aware of the English language, increase their motivation to learn a second language, and acquire basic vocabulary and phrases. This continues in Grade 3 with a focus on vocabulary and a concentration on listening, reading, comprehension, speaking, and writing very short sentences on specific topics. By Grade 4, students should know enough English to talk about themselves, their interests, and their daily routine. During English lessons, we observe that listening tracks found in MEB textbooks attract students' attention. However, they are too short, far from a dialogue structure but recorded as simple words to be imitated and repeated. Especially listening to texts supported by presentations created with technological tools and songs increases the efficiency of lessons. However, it is observed that our students are particularly hesitant to speak English during the courses. They often respond to verbal questions not by speaking but by pointing to the answer or attempting to answer with a single word. This situation has led to the idea of creating content for them to listen to outside of class time. Thus, our students' limited exposure to English language listening and the inadequacy of two class hours of English lessons per week would be increased to gain effective language learning.

Meanwhile, in today's world, we cannot ignore technology and the digital world. Researches have shown that technological tools and applications can help to increase the interest and motivation of today's digitally literate primary school pupils in the process of learning a second language.

Recognizing these, a study has been developed to create an environment where students can practice English outside of class. Through this study, podcasts will be prepared according to the 2nd grade English curriculum, using artificial intelligence tools, and this content will be voiced by artificial intelligence so that our students can access it from anywhere outside of class time. Our students will be allowed to practice their listening and comprehension skills while using safe content created by us, and properly pronounced podcasts.

This research focuses on the role of the podcasts we create in teaching English to young students and evaluate the effectiveness of the methods used. The study also investigates how artificial intelligence tools can benefit our study.

Listening is argued to be neglected in foreign language learning compared to other language skills (Mendelsohn, 1994; Nation and Newton, 2009; Nunan, 1997; Osada, 2004; Richards, 2008; Vandergrift, 1997). One of the main reasons for the neglect of listening in foreign language teaching may be the difficulty in accessing authentic listening materials suitable for the target language that has been used in daily life for many years (Şendağ, Gedik, Caner, Toker, 2019). In this context, the content of the podcasts will be directly compatible with the functions and structures of the 2nd-grade MEB English course. The main aim of this study is to provide primary school students with the opportunity to practice listening and speaking English during both school hours and non-school hours and to support language learning and listening and speaking skills. In this regard, it is aimed to improve language skills by providing students with short, engaging, and fun podcasts featuring English mini-dialogues followed by prepared tasks. In our study, where we aim to create awareness in our students about important achievements such as collaboration, self-expression, self-confidence, motivation, respect, and attention to be paid in mutual conversation, we aim to emphasize the importance of keeping up with technological developments and using technology educationally and positively. We want our students to understand that artificial intelligence technologies included in our study, which aim to make it easy for primary school students to produce podcasts, practice pronunciation, and benefit from technology to a degree

that does not require expertise, can be useful in developing their creativity and providing significant time savings.

This research is different and significant from all other studies with the use of podcasts in teaching English as a foreign language for the reason that it is a study for primary school students and it is a study in which podcasts, which are created by utilizing artificial intelligence technologies with a suitable content for the knowledge and experience of 8-year-old students who have just started learning English in a public school in Turkiye, are selected as materials, rather than selecting an existing, already published podcast and using it as a teaching tool in the classroom.

The study has six research assumptions. These are:

- As.1. Since primary school English lessons are only 2 hours a week, could additional studies at home that will allow students to improve their listening, understanding and speaking skills be beneficial in terms of learning and using the language effectively?
- As.2. How can we provide our students with additional audio-visual resources while at the same time creating safe, clean content that is free from offensive web content?
- As.3. Perhaps the videos, films and cartoons that English teachers often use as teaching materials are taking pupils' attention away from the focus of language learning. Is there a better way for taking students' attention and Is it possible to ensure that students focus on listening rather than visuals in the videos?
- As.4. Is podcasting a way to get more listening exposure for 2nd graders new to English?
- As.5. Is it possible to create our own podcasts, considering that it is almost impossible to find podcasts that are suitable for the content of the primary school English curriculum, where the aim is to recognize the English language through the teaching of basic vocabulary and patterns ?
- As.6. Would it be possible to overcome limitations such as very young students, the extra energy and time needed to prepare podcasts, with the help of artificial intelligence tools?

2. REVIEW OF LITERATURE

2.1. Teaching English to Young Learners

The way we teach children is very different from the way we teach adults to learn a foreign language. Young learners have a short attention span, as they tend to change their mood every two minutes and find it very difficult to sit still. On the other hand, they are more motivated than adults to do things they like. It is therefore important to note that young learners are the best learners of English, not only because of their cognitive flexibility but also because of their commitment to what they like to do in the classroom. However, it is almost impossible to cater to the interests of around 25 young people. The teacher must therefore be resourceful in choosing interesting activities and offering a variety.

Young learners are children from the first year of formal schooling (five or six years of age) to eleven or twelve years of age. In general, we can divide young learners of English into two groups: Very Young Learners (five to seven) and Young Learners (eight to ten).

The period of maturation, or development, of being a young learner comes to an end when this group of learners moves into adolescence. However, children's age does not determine their maturity.

Many factors influence the maturity of children: for example, their culture and environment (urban or rural), their gender, the expectations of their peers, and of their parents. A good teacher should therefore be aware of these differences and the types of activities he chooses for a class should be influenced by his knowledge of their circumstances, attitudes, and interests rather than simply their physical age (Philips, 1993).

Some basic characteristics of young language learners:

- Children sometimes find it difficult to distinguish between the real and the imagined world. Teachers may find this difficult to deal with and understand how they perceive what is happening.
- They like to be with others when working or playing. Most of them do not like to work on their own.
- Their use of language skills is long before they are aware of it.
- They like to play. Learning can only be effective if it is fun for them.
- They learn by imitation. They use gestures and body movements. The physical world is very important. It is dominant at all times.
- Their attention spans are very short.
- They do not always understand the world of the adults. The teacher needs to use instructions in an appropriate manner, using language and phrases that the children can easily understand.
- Young children need to be praised and motivated. From the beginning of their learning, it is very important to support their enthusiasm.
- Younger learners have the advantage of being good imitators, often unselfconscious and usually willing to enjoy the activities the teacher has prepared for them (Philips, 1993). According to Phillips, some points to consider when teaching young learners are
- Activities should be simple enough that children understand what is expected.
- Tasks should be fun and within the children's abilities. This will enable learners to achieve their goals easily.
- The task should be stimulating and motivating so that the learners feel satisfied with the work they have done.
- Written activities should be used only limitedly. Sixth and seventh graders are not so good at writing in their mother tongue.
- The speaking activities should be predominant - with very young children, the listening activities will take up a large part of the class time.

Piaget and Vygotsky are two major theorists whose work has influenced the development and use of theory in the teaching of English to young learners. Piaget's idea was that children learn by doing. He believed that children are born with and acquire schemas or concepts of how to act and respond. As children explore their world they form and reform ideas in their minds. The more actively children are involved in learning, the more knowledge they will acquire. Vygotskian perspectives on literacy acquisition stress social interaction but place less emphasis

on behavioral stages. From this point of view, language and cognition develop simultaneously and interdependently. Children construct new concepts by interacting with others who provide feedback on hypotheses or help with tasks. Vygotsky proposed: "Learning is a matter of internalizing the language and actions of others.

Regardless of our approach, be it Piagetian or Vygotskian, it is clear that young learners of English are very different from adults and even adolescents. Moreover, the only way to get them to enjoy and learn English is to enter their world through play and fun, without poisoning their minds with abstract concepts and language that adults sometimes find challenging.

2.2.3. The History of Teaching English as a Foreign Language to Young Learners in State-run Primary Schools in Turkiye

If we take a look at the historical development of the teaching of foreign languages in our country, we can see that this tradition started in the Ottoman period. In the Ottoman Empire, Arabic education came to the fore. It was followed by languages such as French, Persian, English, German, Italian and Greek. However, not enough success was achieved. In the last period of the Ottomans, foreign language education, especially French, was provided in language schools; French education was started in Galatasaray High School and English education in Robert College. As French lost influence over time, English influence increased. The influence of the Tanzimat Fermanı was significant in the development of foreign language education in the Ottoman realm. Foreign language education was included in the curriculum of some schools after the Tanzimat Edict. Due to the increasing importance of foreign languages, studies were accelerated to open a school that could both teach a foreign language at a good level and meet the needs of the state for civil servants, and a school established for this purpose began teaching French in 1868 under the name of 'Galatasaray Sultanisi' (Demirel, 2003). Darüşşafaka, the first private Turkish school, was famous for its success in the teaching of a foreign language (French) in 1873. During the Republican period, the TİD College was opened in 1928 to prevent Turkish children from attending private schools run by foreigners, and in the 1950s began to provide education entirely in English.

This has been the case since the establishment of the Ministry of National Education, which had been responsible for the teaching of English.

After the eight-year education reform in 1997, English education was introduced in higher education from grade 4. A new curriculum was implemented in 2006 and this new curriculum provided a major basis for teaching English with a holistic and communicative approach from the fourth grade (Haznedar, 2010). The 4+4+4 system that came into effect in 2012 meant that English began to be taught from the second year of primary school. At present, the teaching of English is provided from the second grade in the public schools in our country and from the first grade and even from the pre-school period in the private schools (Ekuş & Babayiğit, 2013).

The eight-year education reform that took effect in 1997 extended compulsory education from five to eight years. Before 8-year compulsory education, Anatolian high schools offered English preparatory classes in the first year. With the 8 years of compulsory education, this practice had to be given up. In the formal education system of our country, education is provided at all levels within the framework set by the Ministry of National Education. Curriculum and course

contents are prepared by the Board of Education and the subjects to be included in the curriculum are published in listings. Looking at this information, we can see that the content of foreign language courses given in primary education is repeated at the beginning of secondary education. In other words, there is a lack of continuity in the teaching of foreign languages. This situation contrasts with the provision "Primary and secondary education programs must be continuous and complementary" in the second part of Article 6(1)(a) of the Ministry of Education's Regulation on Foreign Language Teaching.

In recent years, several projects have been launched by MoE aimed at improving English learning outcomes and quality. DynEd (Dynamic Education) is designed to help learners learn English. FATIİH project and EBA portal are projects aimed at increasing student motivation by increasing use of technologies in education (Erdoğan, Şentürk and Bayat, 2017).

Even though the English language is taught in the formal education system from primary school to university, it is a fact that the English language proficiency of graduates is not at the desired level. This is due to the problems that exist in teaching English to learners. Some of these problems include

- Teachers failing to communicate fully what they know
- Teacher-centred teaching being implemented.
- Sticking to textbooks
- Failure to consider individual differences
- Failing to use the language
- Assessment through exams

The history of CALL suggests that the computer can serve a variety of purposes in language learning. It can act as a tutor, providing language practice and skills, as a stimulus for discussion and interaction, or as a tool for writing and research. With the advent of the Internet, it can also be used for global communication and to provide unlimited authentic materials.

But as Garrett (1991) emphasizes, 'using computers is not a process'. Rather, it is a "medium in which a variety of methods, approaches, and educational philosophies can be applied" The effectiveness of CALL is not in the medium itself. It is in how it is used.

Just like the "revolution" in the audio-linguistic laboratory four decades ago, anyone expecting great results from the purchase of expensive and elaborate equipment is likely to be disappointed. But those who use computer technology in the service of good teaching will no doubt find ways of enriching their educational program and the learning opportunities of their students.

In today's World, Technology is everywhere. Many of today's teenagers and children in the developed world are generally considered to be 'digital natives'. Digital natives are familiar with technology and computers from an early age. Digital native was coined by Mark Prensky in 2001 to describe the generation of individuals that grew up in the age of technology including computers and the web.

Technology and its use in education is being discussed by researchers, educators, teachers, parents and learners. There are some people who regard the use of technology in education as a necessity, a fact of life, but also those who see the use of technology as a hindrance or a slowing down of learning due to curricular priorities, financial limitations, the mindset of administrators or time pressures. However, the users of technology themselves tend to be in the middle of these views, implying that technology makes sense, especially when used in an appropriate and meaningful environment. There are also limitations

to technology-enhanced language learning, particularly regarding teacher training and inadequate supporting infrastructure. However, these limitations can be reduced with motivation and positive attitudes from all involved in learning.

Technology offers a wide range of possibilities and should be seen as a complementary tool rather than a luxury. Although technology has some disadvantages, these are outweighed by its advantages, which are detailed in various programmes, websites, applications and activities for the four macro-skills of language learning: reading, writing, listening and speaking. Consequently, using technology can open up new learning opportunities and enable different ways of learning that impact on people's language use.

2.2. The Use of Podcasts in English Language Teaching

Podcasts are video and digital audio streams available for download and playback on mobile devices. The word 'podcasting' comes from two technologies: 'iPod' and 'podcasting'. A podcast gives listeners the satisfaction of selecting and listening to their favorite program. Constantine (2007) defines a podcast as an online audio publication designed for downloading and listening to on a mobile device such as a tab, smartphone, or laptop. In addition, podcasts have a unique set of features and are different from other voices in terms of content. The audio content provides an authentic source of listening from which every listener can benefit but in the same way. Podcasts are an innovative method of online broadcasting that can be used to automatically deliver digital audio content to mobile phones, according to Sloan (2005). Fernando (2016) mentions that, concerning their use in teaching contexts, several scholars have provided some points of view and reasons for the inclusion of podcasts in the classroom for language learning.

Podcasting is the widespread and universal use of mobile devices, computers, microphones, and software programs for the creation of audio files (Faramarzi & Bagheri, 2015). It is easy to create, edit and publish. It is portable, accessible, flexible, easy to use (pause, rewind, play), dynamic and interactive. These features make podcasts preferred personalized learning tools for teaching pronunciation. (Rosell-Aguilar, 2007). In addition to self-regulated learning, podcasting gives students a sense of self-worth by allowing them to create and publish something for an authentic audience (Stanley, 2006). This creative dimension relates to constructivism, which suggests that students should construct knowledge through active observation, exploration, processing and interpretation (Rosell-Aguilar, 2007). From a pedagogical point of view, podcasting allows students to produce an 'intelligible output' (Swain, 1985), which is essential for language learning (Swain & Lapkin, 1995). The basis of Swain's (1985) intelligible output hypothesis is that when students create a podcast, they listen to themselves and edit what they have recorded, often repeating these two steps until they achieve the desired form of speaking. Despite the widespread use of podcasts in education, podcasting in foreign language learning and teaching is still under-researched. There are some researches which have shown that listening to podcasts improves speaking and listening skills.

There is some research in Turkey on podcasting for English language learning as a foreign language. Bakla (2018) investigated podcast listening and students' perceptions and found that podcasts provided meaningful input to their participants and that their participants enjoyed listening to podcasts. Similarly, Basaran and Cabaroglu (2014) investigated the impact of listening to language learning podcasts on freshmen's English self-efficacy beliefs in listening, speaking, reading, and writing. According to the results of their quasi-experimental study, listening to podcasts had a significant impact on the participants' perceptions of their listening comprehension skills.

Harika and Kocoglu (2016) found a meaningful relationship between podcasts and oral performance and between podcasts and the anxiety levels of students. They also showed that the students who used

podcasts had positive views of podcasts. The students believed that podcasts helped them to reduce their anxiety, increase their confidence, improve their oral performance and pronunciation, expand their vocabulary and pronunciation, and increase their vocabulary. In another study of pre-service English language teachers' perceptions of podcast use, Guler and Ozkan (2018) found that participants had a positive view of podcasts in general and intended to use podcasts in their future teaching careers. A more recent qualitative and quantitative study by Sendag, Gedik, Caner, and Toker (2017) investigated The effects of mobile extensive podcast listening activities on listening, speaking, critical thinking skills and critical thinking dispositions, and listening strategy development of pre-service English teachers. Interestingly, they found no meaningful relationship.

It has been argued that listening skills have been neglected and underemphasized in foreign language teaching in comparison to other language skills (Mendelsohn, 1994; Nation & Newton, 2009; Nunan, 1997; Osada, 2004; Richards, 2008; Vandergrift, 1997, 2004, 2011). One of the major causes of the neglect of listening in foreign language teaching is the long-standing lack of easy access to authentic listening materials appropriate to the target language used in daily life. Nowadays, podcasts, which can be used as authentic listening materials accessible anytime and anywhere, are becoming increasingly important in this context, in addition to listening materials already used by teachers and learners, especially in English as a foreign language teaching and learning environments. (Sendag, Gedik, Caner and Toker) Podcasts, which are available free of charge from many internet sources and consist of monologues or dialogues in which both spoken language reflecting real everyday situations and more formal examples of language use are among the most effective listening materials that can be used especially for EFL learners to have authentic listening experiences.

As can be seen from the literature review and common practice, podcasts are often used in English as a foreign language classrooms for two different purposes: authentic listening material and student-generated productive language output.

2.2. Artificial Intelligence in English Language Teaching

The world is undergoing a profound transformation in education, with technology playing a defining role in reshaping the way students learn and teachers instruct. Since its emergence in November 2022, ChatGPT has been a game-changing phenomenon. It has driven a significant shift towards the creation of AI- and language model-powered apps and tools. We are in such an age today that teachers and students can take full advantage of these tools, which provide them with a vast range of excellent options and opportunities.

It is clear that AI technology is expanding, and its implications for English as a Foreign Language (EFL) students cannot be ignored (Ebadi & Amini, 2022); (Jiang (2022); (Wang, 2022). AI has long been used in education. It has been employed as a "learning companion" (Holmes, Bialik & Fadel, 2023, p.629), which operates as an intelligent tutoring system, providing learners with tailored instructional tasks, tracking their progress, and offering tailored feedback and guidance. Intelligent tutoring systems (ITS) are computer-assisted learning platforms designed to enhance learning. These systems use 11 sophisticated algorithmic representations of students' intellectual and motivational aspects to monitor learners' performance and analyze it. Based on learners' needs, the systems then provide the necessary information and related activities (Shute & Zapata-Rivera, 2008). Another common use case for AI as a learning partner is to deliver targeted feedback based on their work and learning process. (Porter & Grippa 2020; Holmes et al., 2023, p.629). AI chatbots are learning companions that interact with users via voice or message on the internet like a human. They foster conversation, cooperation and contemplation (Molnár & Szüts, 2018). Chatbots are used by learners to discuss their learning experiences through a question-and-answer approach. AI is used as a teaching assistant. It alleviates teachers' burden by optimising time-consuming activities such as homework checks or scoring

assignments, as demonstrated by Holmes et al. (2023, p.630). AI is being used to provide teachers with assistance and help learners (Akgün & Greenhow, 2022). Hwang et al. (2020) make a compelling case that intelligent systems are a valuable addition to the teaching toolkit. They assist teachers in improving learners' progress in learning, data collection, evaluations and developing new methods. For instance, intelligent tutoring systems offer a teaching context and learning activities based on essentials (Aldeman et al., 2021), enabling teachers to create an environment that precisely meets learners' needs. Furthermore, the study by Crowe, Lapierre and Kebritchi (2017) reveals that AI empowers teachers to tailor their teaching strategies with immediate feedback through an academic writing program on learners' materials. In short, AI provides teachers with the insight they need to enhance decision-making about teaching and learning (Ouyang & Jiao, 2021). Teachers can benefit from AI tools such as ChatGPT, a free natural language processing tool generated by OpenAI. It can prepare lesson plans, create effective teaching materials and find relevant content. AI can compile a lot of educational resources that align with their curriculum rapidly, depending on teachers' needs and goals. Moreover, AI plays a pivotal role in optimising organisational or administrative tasks. (Bryant et al., 2020) Karsenti (2019) asserts that when these tasks, which consume a significant amount of teachers' time, are carried out by AI, educators will gain the much-desired time to concentrate on more complex educational tasks that AI is incapable of handling. (Murphy, 2019). Furthermore, automated activities can replace 20 to 40% of teachers' working hours. (Bryant et al., 2020) It is clear that AI can be used to transform education, as shown by Holmes et al. (2019). However, this does not guarantee academic success or better learning experiences. In order to ensure the success of AI in education, we must investigate various applications of AI in education, considering the latest theories on learning and teaching, such as those presented by Hwang et al. (2020).

There have been several studies conducted to investigate using AI in EFL. For instance, Wang et al. (2021) investigated the effectiveness of AI-based writing feedback on the writing performance of EFL students. The findings of the study were that AI-based feedback improved students' writing accuracy and fluency. Likewise, Li et al (2020) investigated using AI chatbots in EFL speaking exercises. The study found that students who used the chatbot showed significant improvement in their speaking skills. Another area of research related to AI in EFL is language assessment. For example, Zhang et al. (2019) developed an automated scoring system based on AI for EFL writing assessment. In their study, they found that the scores of the system were highly correlated with the scores of the human raters. Similarly, Liu et al. (2020) developed an AI-based speaking assessment system for EFL students. The study found that the system's scores were reliable and valid. In addition, AI has been used to provide individualized learning experiences in the EFL context.

3. METHODOLOGY OF THE RESEARCH

Before starting the application, research was conducted on technological developments, and methods of podcast creation, sample podcast content was researched, and a scan of existing web and podcast application resources revealed that there was a lack of beginner level podcast content with vocabulary and dialogue appropriate to the level of our students. A literature review was conducted and it was found that studies on the use of podcasts in teaching English as a foreign language have been conducted, particularly on the contribution of high school and university students to the language learning process. There are no studies that have investigated the effectiveness of teaching English to primary school children using podcast content. By trial and error, since it is known that students cannot create content with their own voices because they are just starting to learn the language, it was decided to create a podcast that would set an example for them, give them the opportunity to listen a lot and practice selective listening, comprehension, finding what is missing or listening and understanding enough to make a general sense, and if possible, be voiced with a child's voice. In the first attempts, artificial

intelligence tools that translate selected text into speech were far from the desired content, with robotic, emotionless, weakly intoned and monotonous utterances. Through trial and error and research, the typecast.ai website came up with child voices and different emotion options. The vocalisations made on this site were converted into audio videos with a single visual, created using Bing Artificial Intelligence according to the relevant content, and uploaded to eba. For the studies that started in March, two audio videos of 60 seconds each were created according to the recordings of the primary school 2nd-grade 5th unit Colours and 6th unit On the playground. Worksheets were prepared for each podcast, each containing 5 questions and an evaluation section after the listening activity, in which the students' feelings, thoughts and comments about the study were recorded, to determine the extent to which the content of the related videos was understood.

3.1. Model of The Research

Our research is action research. In the context of education, this method is used to develop school-based programmes, to advance the professional career of individuals, to increase the effectiveness of the programme, to reinforce teaching, to overcome existing deficiencies or inadequacies, to solve problems and to integrate into the wider programme framework (Köklü, 1993). The aim of our study was to create podcasts that were safe and appropriate to the level of the students, in order to overcome the hesitation of young learners who are new to English language learning to speak English. Based on the idea that the use of videos with songs or cartoons would cause students to spend too much time in virtual environments, and also on the assumption that students would be able to concentrate more easily on their studies with a material that they could only perform the act of listening to, it was decided to create podcasts as an additional resource in English lessons.

3.2. Population and Sample

For the research, the participants were selected from the researcher's own students with an easily accessible case sample to reveal the teachers' experiences. The study was carried out with 50 students from class 2. The parents of the students were informed about the study and gave written permission for their children to participate in the study.

3.3. Data Collection Tools

In the study both quantitative and qualitative research data were collected. The CFLAS Attitude Scale, which is frequently used to evaluate students' readiness and attitudes in English lessons, was decided to be used for collecting quantitative data. This scale has eight questions with five options in the Short Scale translated into Turkish by Karabulut (2023). There are 8 items in total in the scale. Of these 8 items, 2 items are positive and the other items are negative. When the scale was evaluated, the negative items were reverse scored. With the permission of the aforementioned researcher, the S-CFLAS Short Scale was applied to the students as a pre-test in the first week of March 2024 as the first application and as a post-test at the end of the research. SPSS analyze of the pre-test and post-test were done. For the qualitative data, teacher's observations, notes, students' class attribution and their comments about using podcasts with AI were used.

3.4. Collecting the Data

After the first lesson, students' definitions about English Lesson with Podcasts Created Using Artificial Intelligence are taken.

Table 1: Student Behaviours after the First Application

Codes	Frequency	Quotation
Having previous knowledge about podcast or not	46	Ö23: “ Bu uygulama ile Podcastin ne olduğunu ve derste kullanımını öğrendim.”
Having listened to an English podcast before or not	41	Ö6: “Bu derste ilk kez İngilizce bir Podcast dinledim.”
Having any pre-knowledge about artificial intelligence or not	36	Ö20: “Yapay zekayı duydum. Temizlik robotu mesela.”
Comparing the use of Podcasts in EFL class with other sources used before	11	Ö12: “Daha önce İngilizce dersinde video izlemiştik. Podcastte konuşmalar daha iyi duyuluyor.”
The will to create english podcasts on their own	7	Ö9: “Bu ders sonunda ben de İngilizce podcast yapmayı deneyebilirim.”
The use of podcasts, images and questions made with AI in English class	3	Ö45: “Colors konusunda sesli diyalog dinleyince, tekrar yapmak istedim. Öğretmenime resmi siz mi çizdiniz diye sordum? Çok sevimli bir resimdi. Öğretmenim yapay zekaya resmi çizdirmişti. Şaşırdım. Soruları da kolaydı”
The will to use podcast in another English class again	42	Ö40: “Yine yapalım.”

Table 2. Students descriptions of the first lesson with the podcast generated with AI tools

Codes	Frequency	Quotation
Nice	13	Ö41: “Çok güzeldi.”
Fun	11	Ö13: “Bu derste çok eğlendim.”
Beneficial	11	Ö30: “Bence yararlı bir ders. Konuşmayı da öğreniriz. Biraz zordu ama yine de devam etmek isterim.”
Liked it	7	Ö46: “Bu dersi çok sevdim.”
Clear to understand	6	Ö27: “Önce biraz zordu ama sonra birkaç kez dinleyince anladım”
Difficult	2	Ö16: “Zordu.”

In the fourth week, the Fun At The Playground podcast content was played to the study group. After listening for a few times, they were also given written to read and follow. It was observed that as the students added reading to their listening skills, they continued to work more calmly, without anxiety and with increased motivation. At the end of the first listening session they were asked to write down the words they had heard on the blackboard.

Table 3. Table of Students' Participation During the Lesson

Codes	Frequency	Quotation
Being eager to imitate the kids in the podcast	14	Ö42: "Ben yapmak isterim."
Not being eager to imitate the kids in the podcast	26	Ö38: "Ben yapamam."
Being undecided about reading aloud the text created with artificial intelligence	10	Ö31: "Ben belki yapabilirim.Emin değilim."

At the end of the activity, misspelled words written on the board were corrected and the correct spelling was identified. First, the text they had heard from the podcast content was read by the teacher. The students were asked whether they were willing to imitate the kids in the podcast or not. As shown in Table 2, 28% of the students were willing to imitate the conversations. The podcast was sent to the students via the eba application to make sure that they listened to it at home in order to prepare for the read-aloud activity in the next lesson. The written text of the content of the podcast was both uploaded to the eba and handed out to the pupils. In the sixth week, after the class continued with the question and answer method related to the content, the students were asked to comment on the idea of creating their own podcast. This showed that 19 students who did audio revision at home thought that they could create their own English podcast.

Table 4. Group attitudes towards Podcast Creation after the second application

Codes	Frequency	Quotation
Having the will to create a Podcast in English	21	Ö10: "Ben yapmayı deneyebilirim."
Being unwilling to create a podcast in English	15	Ö21: "Ben asla yapamam."
Not being able to make a decision about creating an English Podcast	14	Ö5: "Ben yapabilir miyim bilmiyorum. Karar veremedim.."

In the next lesson, the voice recordings of those who volunteered to read aloud were taken. In addition, those who wanted to make their own English podcasts were asked to read aloud and practice, and their voice recordings were taken. As a result of the analyses, it was observed that the students who had done a lot of listening and reading exercises at home were more fluent in reading aloud. In the seventh week,

a podcast was made with eight volunteer students from the experimental group. In the eighth week of the study, the S-CFLAS Short Scale, which was administered as a post-test in week 1, was administered again to see if the students' attitudes towards English learning had changed after the activities.

4. FINDINGS AND INTERPRETATION

In the study, firstly, it was checked whether the data showed normal distribution or not. The pre-test and post-tests applied to the students were analyzed on the SPSS program and the t-test results showed that there was a significant difference between the pre-test and post-test.

Table.5 Kolmogorov-Smirnov and Shapiro-Wilk Normality Test Results for Pre and Post Tests

Scale	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	sd	p	Statistics	sd	P
Pre-test	0.12	50	0.50	0.97	50	0.21
Post-test	0.12	50	0.08	0.96	50	0.13

When the table is analysed, both Kolmogorov-Smirnov and Shapiro-Wilk test results indicate that the data show normal distribution at 0.05 significance level ($p=0.21>0.05$ and $p=0.13>0.05$). This situation allows the use of parametric tests in the analysis of the data.

Problem statement: Is there a significant difference between the pre-test and post-test scores of students' foreign language anxiety levels?

Paired Sample t-Test was conducted to determine the above-mentioned problem statement. The data related to the test are given in Table 4.

(Paired Samples t-Test is conducted to find out whether the averages of two samples that are related to each other are significant (Büyükoztürk, 2017)).

Table 6. Paired Samples t-Test Results of Pre and Post-Tests of Foreign Language Classroom Anxiety Scale

Foreign Language Anxiety Scale	n	\bar{x}	s	sd	t	p
Pre-test	50	20.52	5.30	49	-4.50	.000
Post-test	50	26.28	6.74			

According to the table, there is a significant difference between the pre-test and post-test results of the students' foreign language proficiency levels, $t(49)=-4.50$, $p=.000<0.05$. Because while the mean of the pre-test was $\bar{x}= 20.52$, the mean of the post-test was $\bar{x}= 26.28$. This situation can be expressed in the direction of decreasing the foreign language anxiety levels of the students.

5. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Based on the data obtained from interviewing the students during and at the end of the eight-week study, it is observed that the students like listening to the podcasts we prepare in English. As a result of the lack of existing podcasts with content suitable for the 2nd-grade English level, it is pleasing that our students like to understand what they hear and want to do the activities at the end of each unit in the lessons with the podcasts we prepare with this decision. Students who enjoy the lessons are encouraged to speak using the question-and-answer technique. For our students, the starting point of the study was their being satisfied with pointing to the correct answer with their finger instead of speaking and answering. Consequently, with this study for the reason that; there is no answer option on the blackboard that they can point to with their finger, they have to answer the questions asked with the words they hear aloud. Therefore, this situation results in an opportunity offered by the podcast content prepared with a single visual. Our students are provided to give more attention to listening materials rather than visuals with the help of podcasts. With this study we are able to allow students to improve their listening, understanding and speaking skills be beneficial in terms of having opportunity to learn and use the language effectively out of class time, at home. It is an opportunity for the students who are new to learning English Language as a way of getting more listening exposure. Allowing our students to listen at home in a way that does not require them to surf social media or content-sharing sites is another benefit of this study in terms of our reservations about safe internet use and clean content. The pre-and post-tests administered to the students were analyzed using SPSS software and the t-test results showed that there is a significant difference between the pre-and post-tests in favor of the post-test. This showed that the exercises reduced the students' foreign language anxiety. The students started to believe that they could talk in English with this study. %42 of the students wanted to create their podcasts. In the beginning, this percentage was limited to %4. According to the results of our research, it is recommended that English teachers should produce podcasts created with artificial intelligence tools in their classes and use them as material that their students can do activities and practice during class or out-of-class time. It has been observed that artificial intelligence saves time and energy as another way of developing new materials by using the current possibilities of technology. We included artificial intelligence technologies in our study so that our primary school students could easily produce podcasts, practice pronunciation, and benefit from technology to a degree that does not require expertise, and we made them understand that artificial intelligence technologies can be particularly useful in developing creativity in our students and will provide us with great convenience by saving time. Today, we recommend that English teachers carry out similar studies to ensure that our students are not afraid of what they do not know, that they do their research, that they are aware of how to use the internet and technology safely, that they use what is useful to them and that they learn to stay away from applications that will harm them or waste their time.

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