Podcast Effect on Speaking Motivation among EFL Learners

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Abstract

While speaking motivation is one of the most important aspects of English as a foreign language (EFL) context, few studies have focused on the podcast effect on speaking motivation among EFL learners. This study investigates the frequency of listening to podcasts in English and speaking motivation of learners and explores whether learners' speaking motivation differs regarding listening to podcasts in English. In this descriptive study, a background questionnaire, a listening to podcast questionnaire and the Speaking Motivation Scale (SMS) were administered to 158 EFL learners. The results demonstrated that most participants listen to podcasts in English and have a moderate level of speaking motivation. In addition, it was concluded that EFL learners' overall speaking motivation level significantly differs in accordance with their preference to listen to podcasts.

Keywords: English as a foreign language; speaking motivation; podcast

İngilizceyi Yabancı Dil olarak Öğrenenlerin Konuşma Motivasyonu Üzerindeki Podcast Etkisi

Özet

Konuşma motivasyonu, İngilizceyi yabancı dil olarak öğrenenler açısından dikkate değer bir değişken olmakla birlikte podcast kullanımının konuşma motivasyonu üzerindeki etkisine odaklanan az sayıda çalışma bulunmaktadır. Bu çalışma, yabancı dil öğrenenlerin İngilizce podcast dinleme alışkanlıklarını ve konuşma motivasyonunu araştırmakta ve podcast dinleme tercihlerine göre konuşma motivasyonunun farklılık gösterip göstermediğini incelemektedir. Bu betimsel çalışmada, 158 yabancı dil öğrencisine bir arka plan anketi, podcast dinleme anketi ve Konuşma Motivasyonu Ölçeği uygulanmıştır. Sonuçlar, katılımcıların çoğunun İngilizce podcast dinlediklerini ve orta düzeyde bir konuşma motivasyonuna sahip olduğunu göstermektedir. Ayrıca, İngilizceyi yabancı dil olarak öğrenen öğrencilerin genel konuşma motivasyon seviyelerinin podcast dinleme tercihlerine göre anlamlı ölçüde farklılık gösterdiği sonucuna varılmıştır.

Anahtar Sözcükler: Yabancı dil olarak İngilizce, konuşma motivasyonu, podcast

1. Introduction

For several reasons, speaking is a significant part of English as a Foreign Language (EFL) learning context. First, integrating speaking skills into EFL contexts will help learners to have effective communication skills while they are included in a context where they need to solve a problem or just sustain a conversation in a social context with native speakers or speakers of other languages. In this way, dynamic interaction happens, and learners broaden their perspectives and horizons (Srinivas Rao & Srinivas Rao, 2018). Second, exploring the functional aspects of the language in the EFL context gives EFL learners self-confidence. Since language is for communication, EFL learners understand why they need to learn English. Thus, they can be a well-rounded communicator in the end (Sudarmo, 2021). Third, the EFL learning context helps learners to improve their professional growth. Because English is a global language today, having the ability to communicate in English can pave the way to studying or working abroad (Srinivas Rao & Srinivas Rao, 2018). Therefore, learners connect with the world and reach their full opportunities. Apart from improving one's personal, communicative, and professional growth, as a productive skill, speaking

ability unveils EFL learners' knowledge about the language so their level can be revealed in a way. Because of these reasons, speaking skills are considered essential in EFL contexts.

Concerning the importance of speaking skills, motivation plays a crucial role in the EFL context for several reasons. First, motivation is considered to be a precursor of language learning improvement. Since speaking develops over time, and students need a long time to attain speaking skills, motivation is essential in the EFL context (Fithri AlMunawwarah, 2018). It also has an impact on accelerating the learning process which gives EFL learners self-confidence to go further. Second, motivation is important for successful foreign language learning since there are limited speaking environments (Srinivas Rao & Srinivas Rao, 2018). It helps EFL learners find their own ways to learn the language, and it helps them be more autonomous in this way. Last, to be able to achieve the goal of having the ability to speak in the EFL context, students need some reasons to fulfill it. For this reason, intrinsic or extrinsic motivation is of the utmost importance when speaking. To realize their goals, learners may have intrinsic motivation such as a desire for personal development, or extrinsic motivation such as the need to speak English for work (Fithri AlMunawwarah, 2018). Since motivation and progress go hand in hand, speaking skills progress at a time when motivation progresses. In brief, speaking motivation opens the way for meaningful and rapid development of speaking, and it takes up an important part in the EFL context.

Above all, podcasts serve a wide variety of easiness in the EFL context. To illustrate, learners can get the benefit of podcasts anytime and anywhere. Therefore, having effortless access to podcasts makes integrating them into the learning environment easier. In addition, podcasts allow personalization, meaning learners adapt them according to their learning styles and strategies (Farangi et al., 2015). In this way, podcasts motivate learners to learn as they wish rather than do activities they are not attracted to. On top of that, they offer comprehensible input to facilitate learning with the help of meaningful and engaging activities. According to Yoshida (2013), EFL learners have few chances to practice the foreign language outside the classroom, making podcasts a substantial opportunity to speak English authentically. In parallel with what Yoshida (2013) says, Rosell-Aguilar (2013) argues that podcasts are a way of interaction if they are used in pair and group work activities. Moreover, podcasts boost EFL learners' motivation and help them become more independent, leading them to be more confident while speaking. The use of podcasts also assists learners in improving their pronunciation and fluency in the process of learning how to speak (Bustari et al., 2017). When podcasts are used in the EFL context, learners are exposed to a lot of ideas and information that can help them improve their speaking skills (Borneo, 2018). Considering this, it can be said that podcasts are complementary and an important part of learning in the EFL context.

There have been several problems in relation to speaking skills in the EFL context. First, in the EFL context, most of the time, students are limited to classroom settings. This may reduce learners' chance of practicing language orally since learners do not have a chance to contact the target community directly. Apart from that, there may be some practical or institutional reasons such as crowded classrooms or not having enough time for teachers to develop communicative activities (Uysal, 2012). Those reasons prevent teachers from helping students improve their communication skills. Even if teachers have time, sometimes they follow traditional instructions such as form-focused language (Mart, 2019). These kinds of activities prevent students from seeing the communicative functions of the language in the EFL context, resulting in problems with speaking skills. Additionally, having little access to well-designed materials that include communicative activities and lead students to practice them is one of the problems that EFL learners face (Kizildag, 2009). In addition to these issues, the anxiety that students bring into classrooms plays an important role in discussing problems related to speaking skills (Demir, 2022). The shyness of EFL learners restrains them from taking risks to try oral utterances, resulting in an inability to start or sustain a conversation. An insufficient level of English may affect students' self-confidence and withholds them from speaking. Also, motivation has an impact on the speaking skills of EFL learners. If students do not believe that they will achieve learning the target language, their proficiency level and, accordingly, their oral production may not improve. On the other hand, speaking motivation can derive from a lacking environment in which learners intrinsically feel motivated.

Apart from the problems of speaking skills, there have been several issues concerning speaking motivation. First, in the EFL context, teachers and students have difficulty in creating enough time to integrate oral skills in the classroom settings due to a predetermined school schedule. Learners' motivation level to develop speaking skills decreases when coursebooks are the only material to be used. The reason behind this problem is the limited speaking activities in the coursebooks. In relation to this issue, Dörnyei (1998) asserts that motivation levels increase when learners are exposed to materials that raise curiosity. Second, teachers' behaviors have an impact on learners'

motivation to speak. This behavior can be divided into two distinct categories: autonomous and controlled behaviors. When the teacher adopts autonomy-supportive behaviors in the classroom and facilitates learning, students tend to develop intrinsic motivation to speak. However, when the teacher adopts controlled behaviors, students' level of motivation decreases accordingly. Third, the authenticity level of speaking activities can affect speaking motivation. Namely, when learners are expected to speak about inauthentic topics rather than real-life situations, their motivation to speak tends to reduce in time. Additionally, the topic has an influence on oral skills. When the topic of the speaking activity is irrelevant to learners, and they are not interested in it, their motivation to work on their oral skills diminishes. Because of the issues in relation to speaking motivation, finding a solution to this problem is warranted.

Podcasts can contribute to a variety of ease problems related to speaking skills mentioned above. First, podcasts allow students to practice the target language at their own convenience. They do not need to be limited in the classroom settings since they can use podcasts outside of the classroom (Kafes & Caner, 2020). This opportunity eases the challenge of checking students' oral skills and allows each student to talk even in crowded EFL classrooms. Thus, both teachers and students can save time. Podcasts can also function as authentic materials; therefore, they can solve the problem of form-focused teaching. Implementing them in classrooms helps students to see the communicative function of the language. Additionally, podcasts assist with the lack of communicative activities in coursebooks (Bustari et al., 2017). Podcasts also alleviate learners' anxiety since students can perform behind the scenes. Namely, they do not need to speak in front of others. Therefore, their shyness about making mistakes while speaking can be eradicated in time, and students become more confident. Similarly, learners immerse themselves in English since they do rehearsals while they are using podcasts. For example, when learners are creating a podcast, a reason to revise the current subject emerges. This makes the EFL learners practice subskills like grammar and vocabulary in their learning process in a meaningful way (Hamzaoğlu & Koçoğlu, 2016). Since they know there will be a real audience when they finish creating the podcast, they pay more attention to accuracy and fluency without feeling under pressure. As a result, it can be said that while learners' proficiency level increases, their anxiety about speaking decreases because of their low English level. On top of that, while creating a podcast, they may have a sense of accomplishment in the end, which contributes to self-esteem (Korucu-Kis & Sanal, 2020). Podcasts can also provide a solution for unprepared speaking activities implemented in the classrooms since learners will already be ready to share the podcasts they create before coming to class. All in all, using podcasts in the EFL context can solve the problems learners face in their learning process.

1.1. Theoretical framework

Hinkel (2005) states that speaking is one of the main language skills and is a process produced orally. In addition, speaking is defined as an interactive dynamic skill that is related to verbal output (Widdowson, 1994). Therefore, it is a productive skill that requires creating meaning from interaction in which one needs to gain, produce, and process information. Similarly, speaking is a skill that involves responding and corresponding with people, enabling people to get involved in a comprehensible oral interaction (Larsen-Freeman & Anderson, 2011). It is thought to be connected to pronunciation, fluency, comprehension, vocabulary, intonation, and expression (Palmer, 2018). Meanwhile, according to Leong and Ahmadi (2017), speaking skills are more than uttering words; it is also about conveying messages through those words. Consequently, it is a way of expressing ideas and feelings as well as talking about social relationships. There have been several theories related to speaking skills. First, from the perspective of behavioral theory, Skinner (1974) asserted that speaking and listening skills should be prioritized in language learning, and an environment in which learners have a chance to listen and interact with native speakers should be created in a foreign language. In addition to that, motivation should be normalized so that the learners can speak. Second, Vygotsky (1978) theorized that language learning starts with social interactions which result in increasing mental development and functions. Thus, Vygotsky highlighted the sociocultural forces along with internal development. He asserted that the Zone of Proximal Development (ZPD) which involves what a learner can do without assistance and what a learner can do with or without mediation, increases learning and knowledge since it has social interaction. Therefore, he claimed that successful learning is possible when the learner takes every chance to get involved in interactions. Third, the Speech Act Theory was put forward which contributes to interpersonal communication and social interaction. Austin (1962) claimed that language is more than saying things; it is also about performing actions. That is why he established the speech act theory. Austin divides speech acts into three components: locution (utterances to convey literal meaning), illocution (communicative force in which the learner carries a specific purpose in mind), and perlocution (utterance that affects hearers). The theory is investigated under the study of pragmatics which is related to speaking situations (Leech, 1983). From the perspective of speech

act theory, learners should be offered an environment in which they can practice pragmatics and develop speaking skills accordingly. In relation to Austin's assertion, Searle (1979) extends the speech act theory and asserts that the theory is not only associated with what the speaker intends to say but also involves the speaker's unidentified sound and body language. Some hypotheses were also introduced in relation to speaking. For instance, Krashen (1982) asserts that learners should be initially provided with comprehensible input to develop oral skills. The reason behind this idea is to prevent harm that learners may encounter if they are pushed to oral production. Another hypothesis was posited in reaction to the input hypothesis. Swain (2005) proposed the output hypothesis. The hypothesis claims that speaking serves as a vehicle for language learning since learners can test hypotheses about their knowledge of the target language. As a result, they can take chances and explore shortcomings in production. Long (1996), on the other hand, proposed the interaction hypothesis, an extension of the input hypothesis. The hypothesis emphasizes the interaction between learners and the interaction between learners and teachers. These interactions bring out negotiation for meaning and lead learners to gain more comprehensible input.

Due to its significance in the EFL context, motivation has been one of the main focuses of the language learning process. Gardner (1985) defines motivation as a combination of an effort, a desire to succeed in the goal of learning, and a positive attitude towards learning a language. Motivation in language learning refers to the extent to which a learner strives to learn the language due to her enthusiasm to learn it and the content experienced while learning. Ellis (1997) sees motivation as dynamic in its nature; therefore, he suggests that motivation is not something that a learner has or does not have; it is something that varies depending on the learning context. Dörnyei (1998), on the other hand, defines motivation as initiating learning and then sustaining the effort during the learning process. As for Ryan and Deci (2000), motivation refers to moving to do something. Similarly, Zhou (2012) defines motivation as students' desire to participate in or dedication to completing a task. Various theories have been put forward based on different definitions of motivation brought into language learning. Gardner's socio-educational model is quantified via three different components: effort, enjoyment, and desire. Those dimensions seek the answers to how much effort learners put into learning, how much enjoyment learners feel while learning, and how much learners are willing to learn. According to the socio-educational model, there are antecedents of motivation that are defined as integrative and instrumental. While integrative motivation refers to learners' desire to be part of the target community, instrumental motivation refers to learners' external reasons to succeed in learning a language such as a desire to get a job promotion (Gardner, 1985). Other than Gardner's theory of motivation, the Self Determination Theory which defines learners' choice to initiate and regulate learning was put forward. According to the self-determination theory which was developed by Deci and Ryan (1985), there are several types of motivation. Intrinsically motivated learners seek satisfaction from their learning practices, whereas extrinsically motivated students perform behaviors because they want to achieve an end rather than perform for the activity itself. Extrinsic motivation, proposed by the self-determination theory, can be analyzed through the levels of self-determination from lower to higher. At different levels, there are external, introjected, and identified regulations. External regulation happens when individuals want to get an award or get rid of constraints. Introjected regulations, on the other hand, refer to a process in which learners' external motivation turns into internal. Namely, learners try to perform the activity through internal coercion such as anxiety and shame. Lastly, identified regulations are explained as learners' choices on behaviors that are compatible with their goals and values. Furthermore, there is also a motivation type proposed by the self-determination theory: amotivation. It corresponds to the lower levels of self-determination, showing neither intrinsic nor extrinsic motivation.

Podcast, a blend of the words "iPod" and "broadcasting", has an important place in the EFL context. A podcast is defined as a digital audio file and a distribution or syndication system on the Web (Díez & Richters, 2020). In the EFL environment, podcasts are considered a medium to deliver learning materials with the help of technology to strengthen individuals' learning experiences (Jain & Hashmi, 2013). It is defined as a radio show that is downloadable and listened to on the Internet. Additionally, Sloan (2005) defines podcasts as a creative way of broadcasting that can be automatically transferred to mobile devices.

1.2. Research results

Research shows that using podcasts in language learning improves speaking competence. For instance, in an experimental study, Farangi et al. (2015) focused on how podcasts affect learners' speaking skills. The results demonstrated that podcasts positively affected EFL learners' speaking skills in the experimental group. Similar results were found in a study conducted by Bustari et al. (2017) that implemented an alternative media, a podcast, to foster students' speaking skills. Koçak and Alagözlü (2021) also concluded that creating podcasts had an

important effect on developing the learners' speaking ability. In a similar study, Yeh et al. (2021) found that learners improved their fluency and accuracy after making podcasts such as having fewer mispronunciations and pauses. Additionally, they learned the gains and challenges of podcast-making.

Few studies focus on podcast effects on speaking motivation. Research demonstrates that podcasting affects learners' speaking motivation. Birgit Phillips (2017) focused on the effectiveness of student-generated podcasts in foreign language learning. The results indicated that podcasting greatly impacted the development of productive skills since it requires a higher-order cognitive process during production. Consequently, it was demonstrated that podcasting was engaging and motivating for students. Wulan (2018) found that implementing podcasts motivated students in speaking classes. In a recent study, Nova (2022) found that online podcasts were seen as a positive activity in terms of speaking skills for the majority of the participants. Most students expressed that the online podcast positively affected their speaking motivation, leading them to practice speaking more.

1.3. Overview of the current study

As it was stated before, speaking constitutes a significant part of the ELF learning context. Motivation plays an essential role in the EFL context since it is considered a precursor to language learning, helps learners be more autonomous, and gives them a reason to fulfill their achievements. Concerning motivation, podcasts serve several benefits to the EFL context such as allowing personalization, giving motivation, and offering authenticity. However, there are several problems in relation to speaking skills in the EFL context. For instance, limited time in the classroom, institutional issues, lack of well-designed materials, and the anxiety and motivation levels among students can affect learners' speaking skills. Along with speaking competence, there are issues in relation to speaking motivation. The limited number of materials, teachers' behaviors, the authenticity of activities, and topics play an important role in speaking motivation. At this stage, podcasts can ease the problems of speaking skills. In parallel with this, studies show that using podcasts in an EFL context helps learners improve their speaking competence. However, only a few studies focus on podcast effects on speaking motivation. Therefore, the present study focuses on how podcasts affect speaking motivation among EFL learners. To this end, the study seeks an answer to the following research questions:

1. What is the level of listening to podcasts in the target language among EFL learners?
2. What is the level of speaking motivation among EFL learners?
3. Does the level of speaking motivation among preparatory students differ by listening to podcasts in the target language?

2. Method

2.1. Research context

Since the study focuses on the relationship between podcast listening habits and the level of speaking motivation among EFL learners, it is set out to address a real-life issue. Thus, the current study is designed to be in an analytic approach in that it attempts to analyze the data into its constituent parts and combine them to examine speaking motivation in greater detail. In addition to being analytic, the study also has a deductive purpose since it examines whether the level of speaking motivation among EFL learners differs by listening to podcasts. In addition, the study has a descriptive research design since it is motivated by preconceived research questions (Seliger & Shohamy, 1989). In this descriptive research, data were collected without manipulative procedures by examining the level of listening to podcasts in the target language, speaking motivation, and the relationship between these two with the help of a survey method.

2.2. Participants

The study participants were 158 EFL students enrolled in state and private universities in İstanbul, Türkiye. There were 96 female (60.8%) and 62 male (39.2%) students in total. While the minimum age of students was 17, the maximum age was 33, and the mean score for their age was 20.26. The participants were also grouped in accordance with their proficiency levels set by the Common European Framework of Reference for Languages (CEFR). Accordingly, the group consisted of A1 Beginner (n=6, 3.8%), A2 Elementary (n=32, 20.3%), B1 Intermediate (n=71, 44.9%), and B2 Upper Intermediate (n=49, 31.0%). As for the departments, the participants were mostly enrolled in engineering departments. The participants were in the departments of Environmental Engineering (n=13,

8.2%), Computer Engineering (n=11, 7.0%), Chemical Engineering (n=10, 6.3%), Electrical-Electronics Engineering (n=9, 5.7%), Bioengineering (n=7, 4.4%), Mechanical Engineering (n=7, 4.4%), Metallurgical and Materials Engineering (n=4, 2.5%), and Industrial Engineering (n=3, 1.9%). The remaining participants were from various other departments: Business Administration (n=12, 7.6%), Medicine (n=12, 7.6%), Journalism (n=10, 6.3%), Economics (n=9, 5.7%), Public Relations and Publicity (n=8, 5.1%), Radio, Television and Cinema (n=7, 4.4%), Tourism and Hotel Management (n=7, 4.4%), Philosophy (n=4, 2.5%), Chemistry (n=3, 1.9%), Physics (n=3, 1.9%), English Language Teaching (n=2, 1.3%), Political Science and Public Administration (n=2, 1.3%), Tourist Guidance (n=2, 1.3%), Political Science and International Relations (n=1, 0.6%), Translation and Interpreting (n=1, 0.6%).

2.3. Tools

In the study, three data collection instruments were used. First, a background questionnaire was used to collect information about students' gender, age, department, and proficiency level in the target language. Second, a questionnaire was used to investigate whether the students listened to podcasts in the target language, the frequency of listening to podcasts, the time allocated for listening to podcasts in a day, and the types of podcasts they prefer. Third, the Speaking Motivation Scale (SMS) adapted by Dinçer (2011) from the Writing Motivation Scale (WMS) which was developed by Yeşilyurt (2008) was used to measure students' speaking motivation. The scale consists of 31 items encompassing three main sections and six subsections. Three main sections are amotivation, extrinsic motivation which includes external regulation, introjected regulation, and identified regulation, and intrinsic motivation which includes knowledge, accomplishment, and stimulation. The items of the scale were scored on a 5- 5-point Likert scale asking participants to rate from one to five (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5=strongly agree). Cronbach's alpha for the scale was reported as amotivation=.71, extrinsic motivation =.81, and intrinsic motivation =.87 by previous studies (Dincer & Yesilyurt, 2017). However, the study did not report Cronbach's alpha for the overall scale and % variance.

2.4. Procedure

The instruments used in the study were prepared in an online format and were sent through Google Forms. The form included the purpose of the study for potential participants. Moreover, the participants were made sure that participation in the study was voluntary and that their responses and personal information would be kept confidential. The online form was kept available for 30 days. The data obtained were analyzed using SPSS. In this respect, a descriptive analysis involving participants' gender, age, departments, and proficiency levels in the target language was conducted to reveal the frequencies and percentages. Then, the number and frequency of participants listening to podcasts, their listening to podcast frequencies, the time they spent listening to podcasts in a day, and the types of podcasts they listened to were calculated. The reliability coefficient and % of variance regarding speaking motivation which consists of 31 items were computed. The Cronbach's Alpha reliability coefficient for the overall scale was found to be .82, and % of variance was 59.92. As for the subsections of the Speaking Motivation Scale, Cronbach Alphas were found to be .87 for amotivation, .78 for extrinsic motivation, .92 for intrinsic motivation, and .82 for overall speaking motivation. For the factors, % of variances were calculated as 72.71 for amotivation, 63.33 for extrinsic motivation, 56.85 for intrinsic motivation, and 59.92 for overall speaking motivation.

Table 1.

Reliability coefficients and % of variances

	N of Items	Cronbach's alpha	% of variance
Amotivation	4	.87	72.71
Extrinsic Motivation	16	.78	63.33
Intrinsic Motivation	11	.92	56.85
Speaking Motivation	31	.82	59.92

2.5. Analysis

The descriptive data were prepared to present the participants' preference for listening to podcasts, the frequency of listening to podcasts, the time allocated for listening to podcasts in a day, and the types of podcasts they prefer to listen to. For this purpose, means and standard deviations were computed for speaking motivation and its constructs. To see differences between the preference for listening to podcasts and speaking motivation, the independent samples t-test was used. Then, the Kruskal Wallis H Test was used to examine the differences between speaking motivation and the frequency of listening to podcasts, time allocated for listening to podcasts in a day, and the types of podcasts participants preferred.

3. Results

3.1. Listening to podcasts habits

Table 2 demonstrates that most of the participants listen to podcasts in the target language. First, 92 participants (58.2%) stated that they listened to podcasts, while 66 students (41.8%) stated that they did not prefer listening to podcasts. Second, the majority of participants who listened to podcasts reported that they listened to podcasts once or twice a week (n=36, 39.1%). The second highest frequency of listening to podcasts was almost daily (n=23, 25.0%). While 21 of the participants (22.8%) stated that they listened to podcasts once or twice a month, the least frequency of listening to podcasts was found to be once or twice a semester (n=12, 13.0%). Third, most participants preferred listening to podcasts for less than an hour (n=51, 55.4%) and for around one hour (n=31, 33.7%). The rest of the participants stated that they allocated time for listening to podcasts around two hours (n=7, 7.6%) or more than three hours (n=3, 3.3%). As for types of podcasts, educational podcasts were found to be the most preferred ones (n=26, 28.3%), while fiction podcasts were preferred the least (n=9, 9.8%).

Table 2.

Descriptives for podcast preferences and habits

Variables	Responses	Frequency	Percent
Listening to podcasts	Yes	92	58.2
	No	66	41.8
Frequency of listening to podcasts	Once or twice a semester	12	13.0
	Once or twice a month	21	22.8
	Once or twice a week	36	39.1
	Almost every day	23	25.0
Listening to podcasts in a day	Less than one hour	51	55.4
	Around one hour	31	33.7
	Around two hours	7	7.6
	More than three hours	3	3.3
Types of the podcast	Interview podcasts and/or conversational podcasts	23	25.0
	Educational podcasts	26	28.3
	Non-fiction storytelling and news podcasts	11	12.0
	Fiction podcasts	9	9.8
	Self-improvement podcasts	23	25.0

3.2. Speaking Motivation

Table 3 demonstrates that participants have a moderate level of speaking motivation ($\bar{x}$=3.30). As for the constructs of the speaking motivation, it was revealed that participants had a low level of amotivation ($\bar{x}$=2.42), a moderate level of extrinsic motivation ($\bar{x}$=3.30), and a high level of intrinsic motivation ($\bar{x}$=3.62). Regarding the items in the

scale, participants have the lowest level of amotivation. For instance, they disagreed that they were not interested in speaking activities (x̄=2.54), they did not care about the speaking activities (x̄=2.47), they did not want to speak in English (x̄=2.34), and they did not know why they did speaking activities (x̄=2.34). Regarding extrinsic motivation, participants agreed that speaking activities were necessary if one wanted to be successful in language learning (x̄=4.01), did speaking activities to get better at speaking or at least keep their current skill level (x̄=3.99), doing speaking tasks were a good way to gain lots of skills which could be useful in other areas of language learning (x̄=3.96). Additionally, participants agreed that they felt proud of themselves if they did well in speaking activities (x̄=3.94), involved in speaking activities to find out how good they were at speaking (x̄=3.70), it was important for them to try to do well in classes (x̄=3.62) and did speaking activities to not feel bad about themselves if they did not try and did well (x̄=3.53). In addition, they had a medium level of extrinsic motivation regarding being rewarded if they did well (high grades) (x̄=3.22), knowing that they would get in trouble if they did not do speaking activities (x̄=3.00), wanting the teacher to say nice things about them (x̄= 2.99), thinking that they were supposed to do speaking activities by their parents, teachers, and friends (x̄=2.98), wanting the teacher to think they were good students (x̄=2.92), believing that doing speaking activities was a rule (x̄=2.87), thinking that involving in speaking activities help them maintain good relationships with their classmates (x̄=2.78), wanting to impress the other students in the classroom (x̄=2.68), and showing others how good they were at speaking in English (x̄=2.66). On the other hand, participants have an agreement on all items related to intrinsic motivation. They agreed that they did speaking activities because they thought carrying out complex speaking tasks would improve their performance (x̄=3.92), felt good when they did better than they thought in speaking English (x̄=3.91), had pleasure while they were perfecting their abilities in foreign language speaking (x̄=3.74). They also agreed that they felt a lot of personal satisfaction when they mastered difficult speaking activities (x̄=3.65), felt great excitement when they were involved in speaking activities (x̄=3.59), had excitement in knowing more about foreign language speaking (x̄=3.56), believed that doing speaking activities was interesting (x̄= 3.55). Moreover, they stated that they experienced great pleasure while discovering new techniques of expression of ideas and feelings through speaking (x̄=3.53), liked speaking in English (x̄=3.51), they got satisfaction in finding out new things (x̄=3.51), and felt happy when they did speaking tasks (x̄=3.42).

Table 3.

Descriptives for speaking motivation constructs

Constructs	Mean	Standard Deviation
Amotivation	2.42	1.15
Extrinsic Motivation	3.30	.54
Intrinsic Motivation	3.62	.81
Speaking Motivation	3.30	.45

3.3. Differences regarding podcast usage and speaking motivation

Table 4 illustrates that there is a significant difference between the level of overall speaking motivation and their preferences towards listening to podcasts (p=.00). Apart from the overall speaking motivation, a significant difference was found in amotivation (p=.00), extrinsic motivation (p=.00) and intrinsic motivation (p=.00). The level of amotivation among participants significantly differs regarding not caring about speaking activities (p=.00), not seeing speaking activities interesting (p=.00) and not knowing why they did speaking activities (p=.00) when their preferences to listening to podcasts are considered. The level of extrinsic motivation among participants also significantly differs between the ones who listen to podcasts and those who do not listen to podcasts. Participants preferring to listen to podcasts were found to be more extrinsically motivated in regard to seeing that speaking activities necessary if one wants to be successful in language learning (p=.00), thinking that doing speaking activities is a good way to gain lots of skills (p=.00), wanting to get better at speaking or at least keeping their current skill level (p=.00), thinking that doing speaking tasks is a good way to maintain relationships with classmates (p=.00), feeling bad about themselves if they do not try and do well in speaking classes (p=.00), wanting to find out how good they are at speaking (p=.00), wanting the teacher to say nice things about them (p=.02), feeling proud of themselves if they do well in speaking activities (p=.00), thinking that doing well in classes is important to them

(p=.00), and wanting the teacher to think they were good students (p=.05). On the other hand, participants who did not prefer listening to podcasts were more extrinsically motivated on the item stating that they did speaking activities because it was the rule (p=.02). Furthermore, intrinsic motivation level among participants showed a significant difference between the ones who listen to podcasts and those who do not prefer listening to podcasts in every item representing being motivated intrinsically (p=.00).

Table 4.

Listening to podcasts (Independent samples t-test)

Constructs	Preference	N	Mean	Standard deviation	F	Sig. (2-tailed)
Amotivation	Yes	92	2.15	1.09	.00	.00
	No	66	2.79	1.13		
Extrinsic motivation	Yes	92	3.44	.47	3.55	.00
	No	66	3.10	.57		
Intrinsic motivation	Yes	92	3.93	.66	2.07	.00
	No	66	3.19	.81		
Overall speaking motivation	Yes	92	3.45	.35	10.74	.00
	No	66	3.10	.49		

Values in Table 5 indicate no significant difference between the level of speaking motivation and frequency of listening to podcasts. In contrast, a significant difference was found in amotivation (p=.00) and intrinsic motivation levels (p=.01). The participants who listened to podcasts once or twice a semester were found to have the highest levels of amotivation. In contrast, the ones who listened to podcasts almost every day were found to have the lowest levels of amotivation. Regarding intrinsic motivation, the participants listening to podcasts almost every day were motivated intrinsically more, while those listening to podcasts once or twice a semester were intrinsically less.

Table 5.

Frequency of listening to podcasts (Kruskal Wallis H Test)

Constructs	Frequency	N	Mean Rank	Chi-Square	Asymp. Sig.
Amotivation	Once or twice a semester	12	63.33	12.11	.00
	Once or twice a month	21	52.31		
	Once or twice a week	36	46.25		
	Almost every day	23	32.80		
Intrinsic motivation	Once or twice a semester	12	36.38	11.22	.01
	Once or twice a month	21	40.67		
	Once or twice a week	36	43.26		
	Almost every day	23	62.17		

First, findings indicated that participants who listened to podcasts almost every day had the lowest amotivation level while those who listened to podcasts once or twice a semester had the highest level of amotivation level regarding not finding speaking activities interesting (p=.00) and not caring about the speaking activities much (p=.00). Second, the participants who listened to podcasts almost every day stated that they did speaking activities because it was necessary to do speaking activities if one wanted to be successful in language learning (p=.00), they wanted to find out how good they were at speaking (p=.00), would feel proud of themselves if they did well (p=.00), and it was important for them to try to do well in classes (p=.01). Third, the participants who listened to podcasts almost every day stated that they had more pleasure while they were perfecting their abilities in foreign language speaking (p=.00), felt more personal satisfaction when they mastered difficult speaking activities (p=.00), got more

satisfaction finding out new things (p=.01), felt happier while doing speaking activities (p=.01), had more excitement in knowing more about the foreign language (p=.01) and they liked speaking in English more (p=.02) when compared to ones who listened to podcast once or twice a semester, once or twice a month and once or twice a week.

There is no significant difference between the levels of overall speaking motivation, amotivation, extrinsic and intrinsic motivation, while the values presented in Table 6 regarding certain items show significant differences between listening to podcasts in a day and the levels of extrinsic and intrinsic motivation. First, the participants who listened to podcasts for less than one hour a day were motivated extrinsically more regarding seeing speaking activities as a good way to gain lots of skills that could be useful to them in other areas of language learning (p=.02) and wanting to get better at speaking or, at least, keeping their current skill level (p=.03). On the other hand, participants listening to podcast for more than three hours were motivated extrinsically more regarding doing speaking activities because it was the rule (p=.03), feeling proud of themselves if they did well (p=.04) and doing speaking activities was a good way to maintain relationships with their classmates (p=.05). Second, they reported that they did speaking activities because they got satisfaction in finding out new things (p=.01).

Table 6.

Listening to podcasts in a day (Kruskal Wallis H Test)

	Items	Frequency	N	Mean Rank	Chi-Square	Asymp. Sig.
Extrinsic motivation	3) Because it is a good way to gain lots of skills which could be useful to me in other areas of language learning and my life.	Less than one hour	51	52.22	9.40	.02
		Around one hour	31	41.53		
		Around two hours	7	25.14		
		More than three hours	3	50.50		
	10) Because I want to get better at speaking or, at least, keep my current skill level.	Less than one hour	51	50.19	8.40	.03
		Around one hour	31	46.02		
		Around two hours	7	21.14		
		More than three hours	3	48.00		
	17) Because it is a good way to maintain good relationships with my classmates.	Less than one hour	51	41.65	7.81	.05
		Around one hour	31	54.58		
		Around two hours	7	37.00		
		More than three hours	3	67.67		
	22) Because that is the rule.	Less than one hour	51	41.04	8.51	.03
		Around one hour	31	49.58		
		Around two hours	7	60.00		
		More than three hours	3	76.00		
	28) Because I will feel proud of myself if I do well.	Less than one hour	51	49.10	7.90	.04
		Around one hour	31	46.42		
		Around two hours	7	22.57		
		More than three hours	3	59.00		
Intrinsic motivation	11) Because I get satisfaction in finding out new things.	Less than one hour	51	46.11	10.49	.01
		Around one hour	31	49.63		
		Around two hours	7	22.86		
		More than three hours	3	76.00		

There is not a significant difference between the levels of overall speaking motivation and types of podcasts, while there is a significant difference between intrinsic motivation and types of podcasts (p=.01), as seen in Table 7. In other words, while the participants who preferred listening to self-improvement podcasts had the highest mean score, the participants who preferred listening to fiction podcasts had the lowest mean score.

Table 7.

Types of the podcast (Kruskal Wallis H Test)

Constructs	Frequency	N	Mean Rank	Chi-Square	Asymp. Sig.
Intrinsic motivation	Interview podcasts and/or conversational podcasts	23	39.20		
	Educational podcasts	26	41.52		
	Non-fiction storytelling and news podcasts	11	49.18	12.87	.01
	Fiction podcasts	9	35.00		
	Self-improvement podcasts	23	62.65		

First, the participants who listened to self-improvement podcasts had the highest level of extrinsic motivation on three items, stating that doing speaking activities was absolutely necessary if one wanted to be successful in language learning (p=.01), doing speaking activities was a good way to gain lots of skills which could be useful to them in other areas (p=.01) and they would feel proud of themselves if they did well (p=.02). On the other hand, the participants who listened to fiction podcasts were found to be motivated extrinsically more on two items stating that they did speaking activities because they knew they would get in trouble if they did not (p=.00) and they did speaking tasks because they were supposed to do them by their parents, teachers, friends and so on (p=.05). Last, the participants who preferred listening to self-improvement podcasts were found to be intrinsically motivated more compared to other participants on five items in the scale. They did speaking activities because it made them happy (p=.01), they felt a lot of personal satisfaction when they mastered difficult speaking activities (p=.01), thought carrying out complex speaking tasks would improve their performance (p=.02), got satisfaction in finding out new things (p=.04), and they had excitement in knowing more about the foreign language speaking (p=.04).

4. Conclusions and Discussion

According to the findings of the current study which examine the level of listening to podcasts in the target language among preparatory students, the level of speaking motivation among preparatory students, and whether the level of speaking motivation among preparatory students differs by listening to podcasts in the target language, three main conclusions were drawn. First, the majority of EFL learners listen to podcasts in the target language. They mostly prefer listening to podcasts once or twice a week. Additionally, more than half of the EFL learners listen to podcasts for less than one hour a day. The types of podcasts they prefer are mostly educational, interview, conversational, and self-improvement podcasts. Second, EFL learners have a moderate level of speaking motivation. Specifically, they have a low level of amotivation, a moderate level of extrinsic motivation, and a high level of intrinsic motivation. Third, the overall speaking motivation level significantly differs regarding listening preferences to podcasts. More specifically, EFL learners who prefer listening to podcasts are more extrinsically and intrinsically motivated, while the ones who do not prefer listening to podcasts have higher amotivation levels. In addition, it is observed that when EFL learners listen to podcasts more frequently, their intrinsic motivation level increases. EFL learners who prefer listening to self-improvement podcasts are also observed to have the highest level of intrinsic motivation, while those who listen to fiction podcasts have the least intrinsic motivation levels.

There might be several factors behind the main conclusion of the study. First, the reason why the majority of EFL learners prefer listening to podcasts might derive from learners' basic psychological needs which consist of autonomy, relatedness, and competence (Deci & Ryan, 2020). Since podcasts provide personalized content for specific needs and interests, students might be consulting podcasts. Second, why ELF learners have a moderate level of speaking motivation may relate to that they can benefit from technology that supports learner-centered activities, motivation, and authentic materials (Erben, 2013). Similarly, they might be provided with interesting and motivating tasks, which can be suggested as solutions to speaking problems (Ur, 2009). Third, according to Deci and Ryan (2020), when learners' aforementioned basic needs are supported, their motivational level orients from amotivation to external motivation and lastly to intrinsic motivation. Therefore, considering their preference to listen to podcasts, EFL learners' motivation levels decrease while extrinsic and intrinsic motivation levels increase because podcasts support their basic needs. Similarly, students might be motivated since podcasts are a learning tool that promotes active listening (Agarid et al., 2018) and offers authentic spoken language (Naidionova & Ponomarenko, 2018).

Apart from the potential rationales of the results, the findings of the current paper are parallel with the previous studies. It is concluded that podcasts positively affect speaking skills, as in the previous research results (Farangi et al., 2015; Bustari et al., 2017; Koçak & Alagözlü, 2021). The similarity is also found in other studies that concluded that podcasts engage and motivate EFL learners (Wulan, 2018; Nova, 2022) since they decrease amotivation and increase extrinsic and intrinsic motivation levels. On the other hand, the current study is unique for two reasons. First, unlike previous studies, the present study investigated whether listening to podcasts affects speaking motivation rather than whether creating a podcast influences speaking motivation. Second, the results addressed three constructs of speaking motivation.

Some practical recommendations can be made. First, podcasts can be used as authentic materials in EFL classrooms to engage and motivate students in speaking activities. In this way, learners can be provided with different and interesting materials rather than inauthentic materials irrelevant to them, ultimately positively influencing their speaking motivation. Second, to eliminate the limited topics of coursebooks, EFL teachers can utilize podcasts to raise their students' attention. Since there are podcasts that can address students' needs and interests, a learner-centered environment can be created, and students can be encouraged to speak. To do this, EFL teachers should be aware of the needs of students and should be able to integrate technology into their classrooms. Third, apart from using podcasts in a classroom environment, students can be encouraged to listen to podcasts on their own outside the classroom. By doing so, EFL learners may improve their speaking skills by being exposed to the target language, and their speaking motivation level may increase positively. To achieve these goals, EFL teachers should be able to adjust their choice of podcasts to be used in the classroom to curriculum requirements to get rid of the problems of being behind schedule. Additionally, EFL learners should be autonomous enough to benefit from the advantages of listening to podcasts mentioned above. In this way, they can increase the likelihood of improving their speaking motivation in the target language without the limitations of classroom environments.

The present study is not without its limitations. First, the participants are limited to 158 EFL students enrolled in state and private universities. Second, the study has a descriptive research design involving a background questionnaire and the SMS. Therefore, data analysis is restricted to descriptive statistics. Last, the data involve only perceived habits of listening to podcasts and their speaking motivation. Several recommendations can also be noted for further research. First, larger groups should be used to attain more accurate average values. Second, experimental and longitudinal research should be conducted to research EFL learners' actual habits of listening to podcasts and speaking motivation. Moreover, qualitative research should be implemented to gain more insight into learners' motivation to speak. Third, further research can be conducted to reveal the effects of implementing podcasts in the language learning process on other language skills.

Acknowledgement

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