صورت جلسه دفاع از پایان نامه کارشناسی ارشد –گروه زبان انگلیسی

جلسـه دفاع از پایان نامـه آقای امیر حسین وحیدیان صادق دانشجـوی دوره کارشناسی ارشد **گروه انگلیسی** گرایش آموزش زبان در ساعت ۱۰ روز چهارشنبه ۱۳۹۰/۶/۳۱ در محل **تالار رجایی** دانشکـده ادبیات و علوم انسانی با حضـور امضا کننـدگان زیر تشکیل گردید. پس از بررسی های لازم، هیأت داوران پایان نامه نامبردـه را با نمره به عدد ....۱۸.۲۵. به حروف هجده و هفتادوپنج .... و با درجه ...عالی....... مورد تأیید قرار داد/ ندهد.

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The development of Podcast and an internet Forum and examining its effects on the speaking performance of a group of Iranian EFL learners

ملاحظات	نمره کسب شده	حداکثر نمره	معیارهای ارزشیابی	
	۳	۳	انسجام در تنظیم و تدوین مطالب،حسن نگارش و رعایت دستورالعمل	کیفیت نگارش
			کیفیت تصاویر، اشکال و منحنی های استفاده شده	
	۱۱/۲۵	۱۲	بررسی تاریخچه موضوع و بیان سابقه پژوهشی در موضوع	کیفیت علمی
			ابتکار ونوآوری	
			ارزش علمی و یا کاربردی	
			استفاده از منابع ومآخذ به لحاظ کمی و کیفی (به روز بودن)	
			کیفیت نظرات و پیشنهادات برای ادامه تحقیق	
	۳	۳	تسلط به موضوع و توانایی در پاسخگویی به پرسش ها درجلسه دفاع	کیفیت ارائه
			نحوه ارائه (رعایت زمان، تنظیم موضوع، کیفیت ترانس پرنسی و ....)	
	—	۱	مقاله مستخرج از پایان نامه که براساس دستور العمل تهیه و به تأیید استاد راهنما رسیده و بهمراه پایان نامه تحویل گردیده است	مقاله
	۱	۱	تحویل به موقع گزارش ها	گزارش ها
	۱۸/۲۵	۲۰	نمره پایان نامه	

امضاء	نام دانشگاه	مرتبه علمی	نام ونام خانوادگی	اعضای هیأت علمی
	فردوسی مشهد	دانشیار	دکتر بهزاد قنسولی	استاد راهنما
	فردوسی مشهد	استادیار	دکتر ضرغام قپانچی	استاد مشاور
	فردوسی مشهد	دانشیار	دکتر محمد غضنفری	داور
	فردوسی مشهد	دانشیار	دکتر محمد رضا هاشمی	داور و نماینده تحصیلات تکمیلی

جلسه دفاع با حضور هیأت داوران تشکیل و پایان نامه با اخذ نمره به عدد ۱۸/۲۵ به حروف هجده و بیست و پنج صدم با درجه عالی

☐ بدون اصلاحات پذیرفته شد.

☐ با اصلاحات پذیرفته شد (دانشجو موظف است تا تاریخ.................. پایان نامه اصلاح شده خود را که به تأیید .... رسیده باشد به گروه آموزشی تحویل دهد).

☐ مردود شناخته شد.

گزارش نماینده تحصیلات تکمیلی: ....

نام و امضای نماینده تحصیلات تکمیلی: ....

نام مدیر گروه: دکتر محمد رضا هاشمی   تاریخ و امضا

توضیحات

۱ – مطابق مصوبه جلسه ۶۵ شورای تحصیلات تکمیلی دانشگاه، توزیع نمرات سه بخش نگارش کیفیت علمی و کیفیت ارائه بین معیارهای ارزشیابی هر بخش مندرج در فرم ارزشیابی به عهده شورای تحصیلات تکمیلی گروه یا دانشکده است.

۲ – مطابق مصوبه جلسه ۶۵ شورا، در مورد پایان نامه های کارشناسی ارشد، سقف نمره بدون مقاله دانشجویان کارشناسی ارشد در فاصله [۱۹-۱۷] است (عدد دقیق برای هر گروه آموزشی بنا به نظر شورای تحصیلات تکمیلی آن گروه تعیین می شود). این نمره طبق ضوابط ذیل می تواند تا ۲۰ افزایش یابد:

الف) هر مقاله در مجلات علمی-پژوهشی معتبر پذیرفته یا چاپ شده ۱ نمره (بدون سقف)

ب) هر مقاله کامل در مجموعه مقالات همایشهای معتبر یا مقاله در مجلات علمی-ترویجی معتبر پذیرفته یا چاپ شده ۰/۷۵ نمره (تا سقف ۱/۵ نمره)

ج) خلاصه (یا چکیده مبسوط) مقاله در همایشهای معتبر (با ارائه گواهی ارائه) ۰/۵ نمره (تا سقف ۱ نمره)

۳ – مطابق آیین نامه به ازای گذراندن ۱۲ واحد جبرانی یک نیمسال به سنوات افزوده می شود. در صورتی که واحدهای جبرانی کمتر از ۱۲ واحد باشد براساس مصوبه جلسه ۶۵ شورا این زمان به نسبت و به شرح زیر قابل محاسبه است.

تعداد واحدهای جبرانی x ۱/۵ = افزایش سنوات برای دروس جبرانی بر حسب هفته

۴ – مطابق مصوبه جلسه ۶۰ شورا، ترکیب اعضاء هیأت داوران به شرح زیراست:

استاد راهنما (استادان راهنما)، استاد مشاور، عضو دفاع (استاد مدعو)، عضو دفاع و نماینده تحصیلات تکمیلی گروه (عضو دفاع دوم نقش نماینده تحصیلات تکمیلی گروه را نیز برعهده دارد).

۵ – مطابق مصوبه جلسه ۶۰ شورا، سهم اعضاء هیأت داوران در ارزشیابی پایان نامه یکسان است.

۶ – در صورتی که در شرایطی حضور عضو دفاع دوم میسر نباشد مطابق مصوبه جلسه ۶۵ شورا برگزاری جلسه دفاع با سایر اعضاء بلامانع است.

۷ – مطابق مصوبه جلسه ۶۴ شورا، در صورتی دانشجو می تواند مبادرت به دفاع از پایان نامه خود بنماید که کلیه دروس مورد نیاز دوره را با موفقیت گذرانده باشد.

۸ – مطابق ماده ۲۰ آیین نامه آموزشی درجه پایان نامه کارشناسی ارشد به شرح زیر تعیین می شود:

مردود	قابل قبول	خوب	بسیار خوب	عالی
کمتر از ۱۲	۱۲ الی ۱۳/۹۹	۱۴ الی ۱۵/۹۹	۱۶ الی ۱۷/۹۹	۱۸ الی ۲۰

۹- نماینده تحصیلات تکمیلی باید برحسن اجرای جلسه دفاع در چارچوب آیین نامه آموزشی دوره های تحصیلات تکمیلی نظارت و ترتیبی اتخاذ نماید تا سؤالات در جلسه دفاع منحصراً توسط داوران پرسیده شود و پاسخ به این سئوالات منحصراً توسط دانشجو ارائه گردد (بدیهی است بعد از پاسخ دانشجو، استادان راهنما و مشاور می توانند توضیحات ضروری خود را ارائه نمایند). نماینده تحصیلات تکمیلی مسئول جمع آوری نمرات داوران، استاد راهنما و استاد مشاور (به طور محرمانه) و نیز اخذ میانگین به عنوان نمره نهایی دانشجو است.

Ferdowsi University of Mashhad

Title

The development of podcasts and an Internet forum and examining its effects on the speaking performance of a group of Iranian EFL learners

By:

Amir Vahidian

Supervisor:

Dr. Behzad Ghonsooly

Mashhad, Iran

September 2011

In the Name of God, the Merciful, the Compassionate

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A thesis submitted to the English Department, Faculty of Letters and Humanities, Ferdowsi University of Mashhad, in partial fulfillment of the requirements for the M.A. Degree in (Teaching English as a Foreign Language) / (Translation Studies).

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Abstract

The purpose of this study is to examine the effectiveness of podcasts and internet forums in improving language learners' speaking performance. An internet forum and a variety of podcasts were developed. After initial assessment through an IELTS sample exam, sixty participants were selected and divided into experimental and control groups to take part in a 12-session IELTS speaking preparation course. Throughout the course, the control groups received their language lessons and tasks through books or by the teacher while the experimental groups received their lessons and tasks via podcasts, an internet forum, or the teacher. At the end of the treatment period both groups took part in an IELTS interview and the results showed that the treatment group performed significantly better. In addition, a special section was setup to administer online polls or receive qualitative feedback and suggestions on the development of the forums. The participants chose interactive podcasts as their favorite podcast through an online poll in this section. The participants also reported a positive attitude towards participating in online forums.

Key Words: Computer assisted language learning (CALL); Mobile assisted language learning (MALL); Podcast; Internet Forum; Computer Mediated Communication; Vodcast

Chapter One

Introduction

1.0. Introduction

The following chapter provides a background on the evolution of Computer Assisted Language Learning (CALL) from the 1960s onwards. It also provides an account of the effects of language learning paradigms on CALL. Then, it sets out to define the statement of the problem and the significance of the study. Finally, it provides the purpose of the study, including the research questions and hypotheses, and finishes by defining the key terms and the limitations of the study.

1.1. Background

The use of technology in language learning has recently been of great interest and in the past decade noticeable developments in CALL applications and websites have been observed. Computer-assisted language learning (CALL) has been defined as "the search for and study of applications on the computer in language teaching and learning" (Levy, 1997, p. 1). The first instances of CALL date back to the 1960's with the beginning of computer assisted instruction projects like PLATO and TICCIT (Levy, 1997).

The history and evolution of CALL has been summarized by different key figures like Levy (1996) and Fotos and Brown (2004), but perhaps the best known is Warschauer's (1996) 'Three Phases of CALL', where he discusses the increasing number of ways that computers have been used for language learning and teaching.

The first phase of CALL is behavioristic CALL (Kern & Warschauer, 2000; Warschauer, 1996). It presented the computer as a 'tutor' and was mainly used in the 1960s and 1970s, based on the teaching principles of structural linguistics and the audio-lingual method (Richards & Rodgers, 2001). Behavioristic CALL

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mostly consisted of drill-and-practice programs and was not intended to be used as a replacement but rather a complimentary component to classroom instruction. It is worth mentioning that such drill programs are still utilized for vocabulary study and grammar practice because repeated exposure to such material has shown to promote acquisition and the computer both gives feedback and helps the learners to explore the material on their own pace, therefore fostering learner autonomy (Ellis, 2002; Fotos, 2001).

By the end of the 1970s, communicative approaches based on meaning-focused language use challenged structuralists' and behaviorists' extensive focus on formal aspects of language teaching (Richards & Rodgers, 2001). This marked the beginning of the second phase of CALL, referred to as "Communicative CALL" (Kern & Warschauer, 2000; Warschauer, 1996).

According to Fotos and Brown (2003), during this phase CALL programs consisted of language games, reading and writing practice, text reconstruction, cloze tests, and puzzles. However, once again the computer had the role of "tutor" for the student, a "teacher in the machine" (Levy, 1997, p. 14). A third model during this second phase was the computer as 'tool' (Levy, 1997, p. 65). In this model, according to Warschauer (1996), the computer did not offer language-learning activities but facilitated the students' understanding and use of the target language by offering software such as word processors, spelling and grammar checkers, and desktop publishing programs.

The third phase of CALL, known as integrative CALL, began in the mid-1990s and paralleled with the development of powerful desktop computers, the Internet, local area networks (LANs), multimedia, and linked resources known as hypermedia (Warschauer, 1996). This phase was also in line with constructivist approaches that were becoming the shifting pedagogical paradigm of the time (Rogerson-Revell, 2007). In the Vygotskyan sociocultural model of language learning, interaction is a necessary element for the creation of meaning. Thus, one-on-one interaction is an inseparable feature of many current CALL activities. Integrative CALL offers different types of synchronous (Chat, VoIP, Web conferencing etc.) and Asynchronous (blogging, Discussion bulletins etc.)

communication. In this phase the role of the computer extends beyond its traditional role and becomes not only a "tool" but also a "messenger" and "manager" (Rogerson-Revell, 2007, p. 60). Another distinctive feature of integrative CALL is the gradual change from language-learning software and CD-ROMs to Web-based activities that allow learners flexible, self-paced access to information (Lin & Hsieh, 2001; Warschauer, 1999).

As can be seen, CALL has always evolved alongside the technological advances and language teaching paradigms of its time. Goodwin-Jones (2005) states that "new technologies, or new uses of existing technologies, continue to provide unique opportunities for language learning" (p. 9). For the past decade, the technological advancement of personal computers (PCs) and networks has grown beyond belief. As processing and networking capacities become stronger, opportunities emerge for the development of technology enhanced learning objects and online learning websites that would make effective use of the potential of such technologies.

Such technological advancements have created new learning modes like mobile assisted language learning (MALL). The term MALL was coined by Chinnery (2006), who maintained that digital handsets such as mobile phones, PDAs and iPods are effective tools for language learning.

Much of the interest in the issue of CALL came with the advent of Web 2.0 at the turn of the century after the year 2000. The term Web 2.0 refers to the second generation of the World Wide Web, with its focus on enabling people to collaborate and share information. Such architecture of participation is a transition from static HTML Web pages to a more dynamic Web that is more organized and is based on serving Web applications to users. Other improved functionality of Web 2.0 includes open communication with an emphasis on Web-based communities of users, and more open sharing of information. It should be noted that, over time, Web 2.0 has been used more as a marketing term than a computer science term. Blogs, Wikis, and Web services are all seen as components of Web 2.0. (O'Reilly, 2005)

In 2000, a special issue of *TESOL Quarterly* looked at the prospective role of technology in ELT. Many of the articles discussed how technology was likely to affect English language teaching in the coming years. They suggested broad changes that extend beyond methods of classroom instruction to changes in communication in and outside the classroom, changing requirements for professional development, and changes in the English language itself. A substantial amount of the suggested changes referred to the integration of different modes of CMC (computer mediated communication) like online discussion forums, email and blogging into language learning courses. Similarly, Chappele (2001) stressed that electronic literacy is an aspect of the everyday lives of language learners, and that "anyone concerned with second language teaching and learning in the twenty-first century needs to grasp the nature of the unique technology-mediated tasks learners can engage in for language acquisition and how such tasks can be used for assessment" (p. 2). It is safe to assume that technology is inextricably intertwined with our everyday life in the twenty-first century and, by logic, it is prone to be integrated in L2 teaching in the postmodern world. Nowadays, many of such integrations can be seen as textbooks like *Inside Reading (2009)*, *American English File (2009)*, and *Oxford Word Skills (2009)* all offer companion websites and software components.

1.2. Statement of the problem

Although applications of CALL and MALL are already taking place, it is rarely exhibited in the language learning context of Iran. From a technical outlook, this issue might be partially rooted in the limited internet bandwidth and, consequently, connection speed in Iran. According to the quarterly report of Akamai in 2011, Iran is ranked 146 amongst 152 countries in terms of internet bandwidth per customer. This does not mean, however, that there are fewer internet users in Iran. In fact, in the Middle East, Iran has had the highest growth rate in the past seven years and also has the highest number of internet users as of lately. According to the Internet World Stats report (2011) Iran had only 250,000 internet users in 2000 and, since then, the number has been steadily increasing to a

point where, in 2011, there are now 36.500,000 internet users in Iran. These statistics show that Iranians have grown accustomed to the internet and use it on a daily basis but may not be able to take full advantage of all the internet has to offer due to low bandwidth which results in low-speed internet connections.

This digital divide is possibly the basis of why CALL and, in particular, online learning and MALL are relatively unexplored areas of both research and practice in our country. According to Warschauer (2010) "the term 'digital divide' refers to the gap between those with access to computers, the Internet, and online information and those who lack such access" (p. 1551). Some might say that Iranians have access to internet connections but it should be noted that these internet connections are categorized as narrowband whereas out of 152 countries studied in the Akamai 2011 quarterly report only ten countries had narrowband internet connections and the rest had broadband connections.

However, putting forward technical aspects like slow internet connections as a comprehensive and valid explanation for the current situation leaves much to be desired; as with all educational problems, this issue is of a multifaceted nature and roots in a diverse set of conditions. There are a few CALL studies developed in Iran to enlighten us on the pedagogical or even technological aspects of such an issue. Such studies focus on some aspects of CALL like Iranian students' use of meta-cognitive strategies while approaching online texts (Marandi & Mokhtarnia, 2010). Ghabanchi and Anbarestani (2008) investigated the effectiveness of CALL programs on expanding lexical knowledge of Iranian intermediate EFL learners and the results showed increased contextual knowledge and accurate pronunciation on the part of the learners who used CALL applications. As of recently, in 2010, a number of CALL research articles were presented in the Second International Conference on E-Learning and E-Teaching (ICELET) at Amirkabir University of Tehran. These articles discussed CALL related issues such as CMC, online collaboration, etc. For instance, Alizadeh and Sadeghi (2010) examined the effect of E-mail exchange programs on learners' communicative writing skill where they replaced the face-to-face interaction of the classroom with E-mail exchanges. Unfortunately, it can be seen that none of them have attempted to develop their own CALL components or MALL

components to examine their effectiveness in the language teaching context of Iran and neither did they venture into the emerging technologies of the time like podcasting or evolved modes of computer mediated communication (CMC) like discussion forums. Hence, this study attempts to investigate the effects of internet forums and podcasts as CALL assignments on the speaking performance of Iranian EFL learners.

1.3. Significance of study

Although the research findings in other countries regarding the effectiveness and current deficiencies of CALL are of value. Iran's unique context, with respect to the technical issues mentioned above, should be taken into consideration; so, any explanation or solution given regarding the application of CALL in Iran could merely be considered as a logical argument based on CALL principles rather than facts and information revealed through localized research. By integrating the latest CALL components like podcasts and internet forums in a language course and examining the learning outcomes, valuable insight could be gained on the benefits of such components in the language learning context of Iran where students might still be relatively unfamiliar with CALL approaches. In addition to examining the benefits of such CALL components like podcasts and internet forums, this study will also provide first-hand experience with the difficulties in implementing such components as well as an opportunity to observe aspects like students' perception and usage patterns. This study will definitely not answer all the questions about the application of CALL components like podcasts and internet forums in language learning, but it hopefully will be the first of many experiments that contribute to a better understanding of this issue.

1.4. Purpose of the study

The purpose of the study was to develop a set of podcasts accompanied by discussion forums for the first part of the IELTS speaking module and to examine their effectiveness in the speaking performance of Iranian EFL learners. Through the development of such podcasts, the present study will provide the context to examine the effect of podcasts and discussion forums on EFL students' speaking in its intended context. Moreover, the researcher will explain the steps taken for the development of the podcasts. Hopefully, despite the aforementioned technical setbacks, with informed decisions based on research and specialist knowledge, different modes of CALL such as podcasting and discussion forums can be set as valuable elements of language learning courses in Iran.

1.4.1. Research questions

This study attempts to address the following question:

1. Do Iranian EFL students preparing for the IELTS speaking module perform better when exposed to CALL assignments such as listening to podcasts than when exposed to traditional assignments?

2. What types of podcast (vocabulary, grammar, or integrative podcasts) are more helpful for Iranian EFL students?

1.4.2. Research hypotheses

1. EFL students preparing for the IELTS speaking module do not perform better when exposed to CALL assignments such as listening to podcasts than when exposed to traditional assignments.

2. No specific type of podcast (vocabulary, grammar, or integrative podcasts) is more helpful for Iranian EFL students.

1.5. Definition of key terms

Computer mediated communication (CMC): A type of communicative transaction through the use of two or more networked computers. (Henderson, 2009)

Asynchronous computer mediated communication: A type of CMC occurring without time constraints and the participants interacting any time they want. (Henderson, 2009)

Internet forum: An online discussion site where people can hold conversations and discussions in the form of posted messages. It differs from chat room in that messages are at least temporarily stored in a database. The type of communication in internet forums is asynchronous. (Henderson, 2009)

Podcast: A series of digital media files that is released episodically and often downloaded automatically through subscription on the Web. (Henderson, 2009)

Interactive podcast: A podcast in which two or more speakers interact. (Henderson, 2009)

Vodcast: A type of podcast in the form of video. (Henderson, 2009)

Rich Site Summary (RSS): A format for delivering regularly changing web content. It allows you to easily stay informed by retrieving the latest content from the sites you are interested in. You save time by not needing to visit each site individually. (Henderson, 2009)

Atom: Another type of content delivery system like RSS. (Henderson, 2009)

Mobile assisted language learning (MALL): an approach to language learning that is assisted or enhanced through the use of a portable handheld device. (Henderson, 2009)

1.6. Limitations of the study

Like all studies, this study suffers from some limitations, as follows:

1. The short treatment period (one month) might not have allowed for the researcher to observe the full-fledged effects of podcasts and internet forums on the speaking performance of the subjects.

2. The limited number of subjects was also a limitation of the study.

3. A very controlled environment throughout the experiment resulted in subject loss.