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**THE ENHANCEMENT OF EFL LEARNERS' LISTENING AND SPEAKING SKILLS
THROUGH THE USE OF PODCASTS OUTSIDE CLASSROOM**

**A CASE STUDY OF FIRST YEAAR MASTER STUDENTS LAW
DEPARTMENT KHEMIS MILIANA**

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Dedication

In the name of Allah, the entirely merciful, the especially merciful.

This work is dedicated to:

To my parents

The reason for what I become today

Thanks for your love, great support, and continuous care

To my family and friends

I am really thankful for your encouragement and guidance

Acknowledgment

First of all, I would like to thank Allah for helping me and giving me the strength and energy to accomplish this dissertation.

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Abstract

Listening is considered as the most frequently used language skill during communication, accordingly many researchers in the field of language teaching and learning such as Lundsteen. S(1979) and Gary (1975) agreed on the importance of listening skill in enhancing other skills.

This work purports to enhance listening and speaking through the use podcasts outside classroom. To do so, an experimental study has been conducted in Khemis Miliana University, faculty of Law, option of Social Security. This experimental study included listening to podcasts for five weeks outside classroom, in this range pre and post tests have been conducted regarding social security students listening and speaking skills. The objective behind using this tests is to look at the possibility of improving students' ability to speak and the extent of which listening to podcasts interferes in affecting this enhancement. Additionally two questionnaires were delivered for both teachers and learners. In which we have thrown the light on teachers personal views and attitudes toward listening and speaking skills and the use of podcasts. In this sense we address the learner perceptions of listening to podcasts and their self-evaluation of one's performance in individual listening and speaking practices.

The results obtained from the experiment were somehow positive. A slight improvement has been noticed concerning the speaking ability, particularly the amount of vocabulary used. Concerning the listening abilities, a noticeable enhancement was achieved. The learners were positive towards using the podcast technology into their language learning process. Some of the reasons for those positive perceptions include the opportunity for students to learn at their own pace so that they can listen to specific materials they don't understand multiple times.

At the end, we proposed some pedagogical implications and suggestions to attempt to remedy the shortcomings associated with teaching and learning the spoken language. The suggestions are mainly related to ways of integrating podcasts in classroom instruction.

Résumé

Lors de la communication, l'écoute est considérée comme la compétence linguistique la plus fréquemment utilisée, par conséquent, de nombreux chercheurs dans le domaine de l'enseignement et de l'apprentissage des langues, tels que Lundsteen. S (1979) et Gary (1975) ont reconnu l'importance de la compétence d'écoute pour améliorer les autres compétences.

Cette étude vise à promouvoir l'écoute et l'expression orale par l'utilisation de podcasts en dehors de la classe. À cette fin, une étude expérimentale a été menée à l'université Khemis Miliana, faculté de droit, spécialité droit de sécurité sociale.

Cette étude expérimentale comprenait l'écoute des podcasts pendant cinq semaines en dehors de la salle de classe. Dans ce cadre, des pré et post-tests ont été effectués concernant les compétences d'écoute et d'expression des étudiants en sécurité sociale.

L'objectif de ces tests est d'examiner la possibilité d'améliorer la capacité d'expression orale des étudiants et la mesure dans laquelle l'écoute de podcasts interfère dans cette amélioration. En outre, deux questionnaires ont été remis aux enseignants et aux apprenants, dans lesquels nous avons mis en exergue les points de vue et les attitudes des enseignants à l'égard des compétences d'écoute et d'expression orale et de l'utilisation des podcasts. Dans ce sens, nous abordons les perceptions des apprenants sur l'écoute des podcasts et leur auto-évaluation de leur performance dans les pratiques individuelles d'écoute et d'expression.

Les résultats de l'expérience ont été plutôt positifs. Une légère amélioration a été constatée concernant la capacité d'expression orale, en particulier la richesse du vocabulaire utilisé.

En ce qui concerne les capacités d'écoute, une amélioration notable a été obtenue. Les apprenants ont été positifs à l'égard de l'utilisation de la technologie podcast dans leur méthode d'apprentissage des langues.

Parmi les raisons de ces perceptions positives, c'est la possibilité pour les étudiants d'apprendre à leur propre rythme et d'écouter plusieurs fois des matières spécifiques qu'ils ne comprennent pas.

A la fin, nous avons proposé quelques suggestions et implications pédagogiques pour tenter de corriger les lacunes relatives à l'enseignement et à l'apprentissage de la langue parlée. Ces suggestions visent principalement les moyens d'intégrer les podcasts dans l'enseignement en classe.

ملخص

يعتبر الاستماع من أكثر المهارات اللغوية استخدامًا أثناء عملية الاتصال ، ولهذا فإن العديد من الباحثين في مجال تعليم اللغة وتعلمها أمثال لاندستين س (1979) وغاري (1975) أكدوا على أهمية مهارة الاستماع في تعزيز المهارات الأخرى.

تهدف هذه الدراسة إلى تحسين عمليتي الاستماع والمحادثة من خلال استخدام وسائط البودكاست (المدونات الصوتية) خارج أوقات الدراسة. وللقيام بذلك أُجريت دراسة تجريبية في جامعة خميس مليانة بكلية الحقوق، تخصص قانون الضمان الاجتماعي. تضمنت هذه الدراسة التجريبية الاستماع إلى وسائط البودكاست لمدة خمسة أسابيع خارج الفصل الدراسي، وفي هذا الإطار تم إجراء اختبارات ما قبل الدراسة وما بعدها تتعلق بمهارات الاستماع والتحدث لدى طلاب تخصص الضمان الاجتماعي. والهدف من القيام بهذه الاختبارات هو النظر في إمكانية تحسين قدرة الطلاب على التحدث ومدى علاقة الاستماع إلى وسائط البودكاست (المدونات الصوتية) بالتأثير على هذا التحسين. بالإضافة إلى هذا تم تسليم استبيانين إضافيين لكل من المعلمين والمتعلمين تم من خلالهما تسليط الضوء على وجهات نظر المعلمين الشخصية وأرائهم في مهارات الاستماع والتحدث واستخدام وسائط البودكاست. ووفقا لذلك ، فإننا نتناول انطباعات المتعلمين عن الاستماع إلى وسائط البودكاست وتقييمهم الذاتي لأداء الفرد في العمليات الفردية للاستماع والتحدث.

وقد جاءت النتيجة التي تم الحصول عليها من التجربة إيجابية إلى حد ما. حيث تم ملاحظة تحسن طفيف فيما يتعلق بمهارة التحدث، وخاصة عدد المفردات المستخدمة. فيما يتعلق بقدرات الاستماع فقد تم تحقيق تحسن ملحوظ، وكانت آراء المتعلمين إيجابية تجاه استخدام تقنية البودكاست في عمليتهم لتعلم اللغة. ومن بعض أسباب هذه التصورات الإيجابية هي إعطاء فرصة للطلاب للتعلم بالسرعة التي تناسبهم بحيث يستطيعون الاستماع إلى مواد معينة لا يفهمونها مرات عديدة.

في النهاية ، اقترحنا بعض المقترحات التربوية لمحاولة معالجة أوجه القصور المرتبطة بتعليم وتعلم اللغة المنطوقة، وتتعلق هذه المقترحات بشكل أساسي بطرق دمج وسائط البودكاست في التدريس داخل القسم.

List of Abbreviations

List of Abbreviations

EFL: English foreign language

ESP: English for specific purpose

GTM: grammar translation methods

L2: second language

SILL: strategy inventory language learning

TEFL: teaching English as a foreign language

TOFEL: test of English as foreign language

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General Introduction

General introduction

Learning English as a foreign language and being a proficient learner cannot be easily achieved. Accordingly, plenty of research has emerged regarding the best approach and teaching methods to improve the teaching quality of teachers, and to increase the learning outcomes (J.Bigget A1, 2011- Goerge M, 2006-Rhonda Christensee,2002).

One of the concerns of the previous research was the interference of technology into educational fields. Concerning this late and with the emergence of the second generation of web design or web 2.0, the world has witnessed a rapid advance. A new tool called podcast has been recently used at first to convey information or entertainment and then it has been exploited in the educational field. Teachers produced podcast to deliver the course content for their students. Students too practiced speaking through podcasts.

Due to the availability of internet at home, most of EFL learners find it easy to download these podcasts and listen to them outside classroom as an extended listening practice. Since podcasts offer language learners with samples of real language and authentic material produced by native speakers. Some of EFL learners use it in hope to improve their listening and speaking skills since both of them play a big role in communicative contexts and in learning process.

Since the term ‘podcast’ was first coined in 2004 as a new means for publishing audio and video materials via the Internet, many researchers (Rosell A ,2007 - Stanly,2006- Throne et al,2005-Lee et al.2007-Edirishngha,2007) have conducted their studies on the potentiality of this tool in pedagogical contexts. The major themes of this research have been related to learners’ attitudes and perception toward podcast and the effect of podcasts on students’ language skills.

The present research is intended for English foreign language (EFL) learners who have some speaking problems at different levels such as pronunciation, lack of vocabulary, and lack of background knowledge. The general purpose is to attempt to better their communicative and listening skills. In this study, the attention is mainly

General introduction

directed to the influence of listening to podcasts outside classroom on both listening and speaking skills.

Becoming a better listener and a more proficient speaker are amongst the challenges that EFL learners face in a regular basis. According to our learning experience, the majority of learners consider that in order to achieve proficiency in both listening and speaking skills they are in need of an effective language input. The listening skill has returned into the instructional scene with a strong emphasis on its role in providing language input and in teaching meaningful communication (krashen S ,1985, Lundesteen S,1979).

Chapter I

Introduction

1. Background of the Study

In their study, Kavaliauskienė (2009) used a survey to examine learner's perception about online listening to podcasts. The participants of this study were students from a Lithuania university and different specializations. They studied English for specific purposes. The results showed that most of the participants had positive attitude towards the techniques of developing listening skills using podcasts

Ducate et al (2009) conducted another study to investigate the effects of using podcasts on student's pronunciation. A total of 22 students in intermediate German and French courses developed five podcasts throughout the semester. The findings of the study suggested that the respondents' pronunciation did not improve significantly in terms of comprehensibility due to course time limit. However, the students' attitude towards the English language learning became more positive after using the podcasts.

2. Statement of the Problem

The present research is intended for English foreign language (EFL) learners who have some speaking problems at different levels such as pronunciation, lack of vocabulary, and lack of background knowledge. The general purpose is to attempt to better their communicative and listening skills. In this study, the attention is mainly directed to the influence of listening to podcasts outside classroom on both listening and speaking skills.

Becoming a better listener and a more proficient speaker are amongst the challenges that EFL learners face in a regular basis. According to our learning experience, the majority of learners consider that in order to achieve proficiency in both listening and speaking skills they are in need of an effective language input. The listening skill has returned into the instructional scene with a strong emphasis on its role in providing language input and in teaching meaningful communication (Krashen, 1985, Lundesteen S, 1979).

3. Rational of the Study

In our case and throughout our own learning experience, we have noticed that most students at Khemis Miliana University find difficulties to listen and speak English.

Based on our own observation, they face different problems with understanding, pronunciation, intonation, vocabulary and grammar. At this point, podcasting as a novel form of audio materials may offer language learners with opportunities to discover different aspects about the target language. It may be used as a tool for extra listening practice outside the classroom, since it enables them to practice this skill in a self-directed manner and at their own pace. Behind the previous rational, we decided to tackle this piece of research and focus on the issue of podcasts use in EFL context.

4. Aim of the Study

The aim of this study is to acknowledge the potentiality of using podcasts outside the classroom, and to identify the improvement achieved by using this tool. In this respect, we will discuss the role of listening and speaking skills in language learning, and the extent of which this tool can help language learners to improve both skills.

5. Research Questions

Accordingly, the following research questions were addressed in order to achieve the above specified purposes for the research.

- Does the use of podcasts outside classroom enhance learners speaking and listening skills? The present thesis question will result in the following second question.
- If yes, how can teachers integrate the use of podcasts into classroom instruction?

6. Hypothesis (ses)

In the light of the research questions, it is hypothesized that:

If learners use podcasts outside classrooms they can improve their listening and speaking skills

7. Research Methodology and Tools

This study is qualitative, an experimental qualitative study has been conducted, and two research questionnaires were administered for both students and teachers. The research method, the participants and tools will be presented here after.

8. Definition of Key Terminology

Podcasts, listening skill, speaking skill,

9. Structure of the Dissertation

Before engaging in any experimental work, I give some theoretical foundations meant for establishing concepts needed for methodological and interpretative decisions.

Chapter 1 deals with the reviews of literature about listening and speaking as respectively receptive and productive skills. It also considers the use of podcasts in education. We investigate the difficulties most confronted by EFL learners; particularly in listening and speaking we will also shed the light on the different language learning strategies adopted by students and their importance in learning.

The second chapter concerns the research tools, methodology . It describes the research tools which will serve us to investigate the effectiveness of podcasts in language learning. An experimental study was conducted and two questionnaires are administered to the participants, one of them for the learners and the other for the teachers. A description of the procedure of the podcasts' use in the experiment is provided.

Chapter I : Introduction

The third chapter is entitled data collection and analysis. In this chapter, we display the results of the study; the collected data is interpreted to provide a deeper picture of the situation on real grounds. This section the most important part in this research since it offers a better understanding of the role of effective listening in language learning. This part is also concerned with some pedagogical implications and some suggestions in relation to the use of podcasts in education and more particularly in EFL contexts.

Chapter II

Literature

review

Introduction

The review to be made below is mainly intended to investigate three variables those are Listening, Speaking and Podcast. A particular attention is given to listening and speaking definitions, the importance of each one of them, and the language learning strategies used by EFL learners. On the other hand, the main difficulties faced by them are also mentioned. A special attention is given to the use of podcasts and its potential in higher education, as a new technological to enhance learners' skills.

1. Listening as a receptive skill

1.1. The Nature of listening: Bottom-up and Top-down Processing

Listening comprehension is a process in which the listener constructs a meaning out of the information provided by the speaker, in doing so, two types of cognitive processes are basically involved in constructing this understanding, those are bottom-up and top-down processes At bottom up level the listener, tests his lexical and grammatical competence in a language to understand the spoken discourse, here the given input will be decoded from the smallest elements (sounds, words) gradually to the biggest linguistic structure (sentences and clauses) to build the meaning strategies used are listening for specific details, recognizing cognates, recognizing words order patterns, they are text based strategies because the listeners depend largely on the existing text to understand the information.

Clark and Clark clearly identified the main assumption underlying this view. The first is that listeners take in raw speech and hold a phonological representation of it in working memory, after that, they immediately attempt to organize the phonological representation into constituents, identifying their content and function, the third step, they identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions .finally, once that have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning. (Jack C. Richard,1977p.79)

Many traditional classrooms give the primacy to the bottom up processing activities such as dictation, cloze listening, and the use of multiple choice questions after a text emphasis. However, the focus on knowledge of the word, syntax and grammar to complete tasks hands many deficiencies regarding the intended listening comprehension, in fact, efficient comprehension does

not only depend on one's linguistic knowledge, but it is the association of the textual materials and the listener previous knowledge

Top down processing refers to the interference of one's personal knowledge in arriving at a reasonable interpretation of spoken discourse. This mainly refers to the non-linguistic knowledge about the topic, about the context, and knowledge about the world. Top down strategy reflects the higher cognitive level in the sense that is centralized with more abstract clue. Such strategies generally include listening for the main idea, predicting drawing interference, summarizing.

It's true that good knowledge about certain topic stands as a strong element in guiding the listening comprehension process, but it must be taken into consideration that the incoming information the listener hears is not always familiar to him. This, the unfamiliarity of some topics may lead to great dependence on the linguistic knowledge to reach the meaningful understanding. It seems that both processes play crucial role in enhancing listening comprehension and the deficiencies of each one of them will be solves by the other. Thus, the interaction between the two processes is generally accepted by many researchers "in real world listening both bottom up and top down processing generally occur together" Richard (2008).

1.2. The Importance of the Listening Skill

In spite of its importance, listening has long been neglected in language teaching and learning field, since in the past the main concern in the educational institutions was mainly directed to the mastering of grammar items and the internal structure systems of the target language. And this was mainly based in the grammar translation methods (GTM) which pushed the second language or foreign language learners to center their focuses on the ability to translate written texts rather than oral communication. The prevailing belief at that time was that the speaking and listening abilities would be naturally acquired, if the learner understands the grammar of the target language. Although listening was hardly mentioned in the 1970ths articles, these days no one can deny its prominent role in foreign language learning. Since the key to acquire language is to receive language input, this change status of listening was partly prompted by many researchers Gary (1975) saw that providing an extensive exposure of listening materials specifically in initial stages of learning could be an effective tool to enhance the language learning. This mainly would not happen if speaking is not delayed for a certain period. So learners should not be expected to speak things that they do not understand, knowing how language works, and how we apply its rules must

Chapter II : Literature review

be achieved before creating sentences. For him listening for long periods will result four kinds of benefits, those are cognitive ; understanding meaningful messages ; and giving a respectful time for such information to be stored in long term memory is very motivating way in encoding and generating speech output. In contrast, if such data are forced to be retrieved after short time of decoding it (it is not yet stored in long-term memory).

Hence, this will result in cognitive overload. The second is efficiency advantage; emphasising on listening is more efficient if the learners are exposed to good language modals. In this sense, using the authentic material such as realistic recording will enrich the learner listening skills. These skills in its turn will characterize the utility of the produced language, which is the third advantage. The last one is the listener affective side, in this sense; learners will be more relaxed in producing sounds. They will not feel embraced if they were given enough time to restore information and get some knowledge about the target language rules.

From this part, STEPHEN Krashen (1983) also emphasizes on the role of comprehension and comprehensible input. He claimed that acquisition takes place only when students absorb enough comprehensible input i.e. by understanding the linguistic information they hear. His theory is set of five interrelated hypothesis, the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the affective filter hypothesis, and the input hypothesis. This late hypothesis states that it is important for the acquire to understand language that is a bit beyond his or her current level of competence. This means, if a learner is on a level 1, the input he gets should be $i+1$. This means that the language that learners are exposed to should be just far enough beyond their current competence. Thus, acquisition takes place when the learner understands language containing ' $i+1$ '. Therefore, In pointing out the importance of listening in second language learning. By trying to justify why we put listening first in language art, Sara lundress (1979) saw that ‘ listening is the first language skill to appear chronologically, children listen before they speak, speak before they read, and read before they write ‘. According to her the importance of listening is clearly justified by the crucial role does this skill play in the development of all language arts, speaking, reading and writing, for example the dependence of speaking upon listening is illustrated by the deaf-mates who are unable to speak because they are unable to hear. She described the significant of listening in this way : we listen the equivalent of a book a day, talk a week and write a book a year. For her, if the learner wants to go further in his learning success, listening is the first

skill to be improved, because upon this late, the other skills depend. It is obvious that the primary of listening in language learning was mainly based upon the time does this skill consume than other skills, since it takes more of daily communication time than other forms of verbal communication (Morley 1991), of the total time spent on communicating, listening takes up 40-50 /, speaking,25-30/, reading 11-16/, and writing about9/ (Gilakjani and Ahmadi,2001).

Based on the previous arguments, it seems that comprehension should precede production. Therefore, listening should be the first skill to be acquired in learning new language before moving to other skills, but what is clearly seen is that language teachers have not fully adopted the listening first approach, and this is mainly reflected on the limited hours specified for listening module in many educational institutions. Such ignorance is probably due to the assumption that listening is a skill that will be acquired naturally after reading, writing and speaking, or to the limited teaching materials provided for the development of this skill, but whatever was the reason, teachers must take into consideration that listening has been regarded as the most difficult skill to learn, and this because learners are not taught how to learn listening effectively ‘’ listening is probably the least explicit of the four language skills, making it the most difficult skill to learn’’ Vandergrift (2004). Such view regarding the reality of listening involves in its sense a clear teaching implications for educators, those who have to schedule more time for listening, the instruction should be explicitly started by defining its nature as skills and explaining the different strategies used in listening comprehension so, ‘’EFL/ESL teachers can discuss the concept of strategy in class and help their students to discover the kinds of strategies they use to understand spoken English ‘’ Vangergrift (1999), thus, before moving on to any expectation regarding the learning improvement gained.

1.3. Listening Difficulties Confronted by EFL learners

Underwood (1989) stated seven potential problems that could hinder listening comprehension, those are : the lack of control over speed delivery, it is unlike reading, listeners for the most of time cannot control the speaker speech, for that many of them feel that they can’t keep up with the speaker speed and they are lost, second is repetition which state that listener is not always in position to get words repeated, another problem is that most foreign language listeners could face obstacles in understanding because the speaker chooses words which are not familiar for him, and this is good sign of the listener’s limited vocabulary, in most of time this issue stand as big

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frustration behind the listener misunderstanding, the fourth one is the failure to recognize some signals which are often used to move from one part to another such as gestures, increase loudness, or clear change of pitch, such signals are very important in speaking since they are used to connect various utterances within an understandable context, thus a context could be another obstacle faced by learners, because being familiar with context has considerable part in interpreting the words they hear, the fifth problem is with concentration, getting the message and understanding its meaning is part of being focused with the speaker's utterances, in fact concentrating is part of our everyday works, but with listening work is major problem because even the shortest break in attention can have bad effects on the whole comprehension, the last problem is the learner's learning habits which could be bad habit such as wishes to understand each word, this some important parts would be neglected, therefore learners should be instructed to tolerate incompleteness of understanding. From her side, Marry Renck (1991) identified four variables which affect the listening comprehension those are, the first, The sender of message who plays a crucial role in the listening comprehension process if he knows how to convey an audible and clear spoken structure and gathering this with effective use of nonverbal communication, he must be also there for any clarification. In fact the language used by speakers differ from formal to informal language ,and with such differences many challenges had been raised, for example if the listeners used to the formal kind of listening material may find it difficult to understand the natural dialogue which is full of hesitation, pauses and uneven intonation. The second, is the listening environment must be clear from any distraction or interruption, the environmental noises can make the content of listening passage not clear indicating this important point by the researcher led us to say that the physical setting are differ, they are not always the same, listening in real situations with the presence of both communicators is not the same with listening to audio files where the speaker's body language and facial expressions are absent and such lack may be the reason behind the listener misunderstanding. The third one concerns the message and the medium: the conveyed messages are not always the same, they are differ in terms of structure and the content, using vague, long, abstract and complex sentences and vocabulary are good reasons for listener's understanding difficulties, however these obstacles could not reach this extent if the messages are clear, concise and introduce with limited new vocabulary in context. Finally, the receiver listening comprehension can be distracted by listener's physical, emotional and mental status, the one who is physically able to hear, motivated, has good level of conceptual understanding, and knows how to associate new information with prior knowledge; of

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course he can do better than the one who miss all these things. By referring to the role of listener, the lack of sociocultural, factual, and contextual knowledge of the target language can present big obstacles in listening comprehension.

From cognitive perspective and by adopting the three phase model of language comprehension proposed by Aderson (1995) perception, paring and utilization, Goh (2000)investigated the listening comprehension problems of second language learners, thus she identified real time listening faces by 40 Chinese undergraduate students, three were used to collect data needed, learners ‘ self report (their dairies), semi structure interview, and immediate retrospective verbalizations, the result were 10 problems that occurred during the cognitive process, five problems were linked to perceptual processing. First, learners don’t recognize words they know, such slow recognition is part of student’s inability to match the sounds they hear with any script in their long term memory. Second, learners neglect the next part when thinking about meaning, this refers to the attention problems which directly affect the amount of accusative input that could be perceived and processed. Third, learners can’t chunk streams of speech. Fourth, miss the beginning of the texts. Fifth, concentrate too hard or unable to concentrate.

Three problems were related to parsing phase, which include difficulties to make coherent mental representation of the words heard, these problems are, sixth, the learners quickly forget what is heard, such problem reflects the learner limited capacity of the short term memory. Seventh, they were unable to form a mental representation from words heard. Eighth, learners don’t understand subsequent parts of input, because of earlier problems, because of the failure to understand one part of the text; some learners were unable to understand the following ones. The other two difficulties were mainly related to the utilization stage, these are, Ninth, understand words but not the intended message, this refers to the students ‘failure to make useful elaborating inferences, such inability is mainly due to the lack of schemata. The last one, confused about the key ideas in the message, learners were unable to attain the relative importance of different parts of the input.

Listening plays a major role part in communication, but according to what has been explained, it seems that there are many barriers that could be faced by the listeners; many learners tend to say that listening is difficult without any reflection on the main causes behind this difficulty. In order to overcome these listening comprehension problems, learners need to develop techniques

known as « listening strategies ». These strategies are mental processes that enable learners comprehend the oral text despite their lack of knowledge.

1.4. listening comprehension learning strategies:

Listening comprehension is an independent and essential component of language learning has come into focus into research field. In the 1970, more attention was paid to listening comprehension, and the status of listening has widely changed. The early listening researchers such as Stephen Krashen were mainly interested in explaining the nature of comprehensible input and how it promotes language acquisition. And they overlooked the processing of this input, however, listening researchers in recent years have shifted the focus to the strategies used by language learners in manipulating this aural input, by providing an explicit definitions about their nature and the appropriate situations these techniques should be used. In the early definitions, listening was defined as an active process, as its name suggests actively listening, that is fully concentrating on what is being said rather than just passively ‘hearing’ the message of speakers, in doing so, the active listener is supposed to use some techniques or activities which contribute directly to the comprehension and recall of listening comprehension, those are known by listening strategies, for a better understanding of listening strategies, it is necessary to explain and categorize language learning strategies first.

1.5. General Language Learning Strategies

Providing a specific, precise, and complete definition to the word learning strategies that gather all its features from different perspectives and gives its appropriate meaning has been a subject for many researchers in 70th years. Rubin in 1975 defined as “ the techniques or devices which a learner may use to acquire knowledge” such definition is very broad. O’Malley et al in 1985 defined learning strategies as “ operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information”.

Language learning strategies have been classified by many scholars Wenden and Rubin 1987, O’Malley et al 1985, Stem 1992, Ellis 1994, etc O’Malley et al classified in 1985 classified language learning strategies on to three main subcategories : metacognitive strategies, cognitive strategies, and socioaffective strategies, but the very popular and frequently used strategy inventory was developed by Oxford (1990), this one proposed six different category of learning strategies.

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Some of them contribute directly to the process of learning, and others contribute indirectly. The strategy inventory language learning (SILL) provides 50 item version for ESL/EFL students. The following are the six strategy groups with their corresponding subscales for the ESL/EFL. The first are the metacognitive strategies, metacognition can be simply define as thinking about thinking (Neil J Anderson 2002 2005).

Metacognitive strategies can be divided into five components, strategies which require planning for learning, selecting and using strategies, monitoring learning, orchestrating strategies, evaluating learning, it is simply the understanding, the controlling of our cognitive process and the ability to reflect on what is known. The second strategies concerns the cognitive abilities, Cognitive strategies are problem-solving techniques that learners use to handle the learning tasks and facilitate the acquisition of knowledge or skill, they involve the direct manipulation of the learning material itself, Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, differencing are among the most important cognitive, language learners use cognitive strategies to help them process, store and recall new information. The third are mainly called compensation strategies, compensation strategies (to compensate for limited knowledge) such as guessing to convey meaning when the precise expression is not known. While the fourth strategies are called Memory strategies, Various memory- related strategies enable learners to learn and retrieve information in an orderly string such as grouping, associating, contextualizing words, applying images and sounds, reviewing after increasingly longer interval(see) it. The fifth one include Social strategies the most beneficial learning situation are usually characterized by within which mixed abilities can help learners to reach a better understanding of the subject matters. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language. Finally, the affective strategies, the language learning success or failure can best be effected by the learner's affective side, adopting some strategies such as relaxation, lowering the anxiety, positive statements, sharing feelings can help the learner to overcome his emotional difficulties toward foreign language and the learning activities involved.

Different language learning strategies used by language learner to perform certain tasks or to process new input, each of these strategies helps in the improvement of language skills if they were

appropriately used, social strategies for example are good chance for sharing ideas, asking for clarifications, making new suggestions all these things lead to better understanding, such strategies help the learners to be autonomous by building up their independence learning (Oxford 1990) argues that strategies are important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Due to many factors, learning strategies can be badly chosen by the learner, thus the learners' intended achievements will not be fully reached, these factors are motivation (motivated learner use strategies than the less motivated one) ; cultural background, such the Asian students are merely know by rote memorization strategies, learning styles, they are the general approach to language learning, according to a certain style language learning strategies will be determined, and the type of the tasks which play a big role in adopting acertain strategies (Oxford 1994).

2. Speaking as a Productive Skill

Learners' exposure to the foreign language skills Reading, speaking, writing and listening are required in teaching English as a foreign language (TEFL). The ultimate aim of acquiring such language in both oral and written forms. As far as speaking is concerned, enabling students to communicate effectively through oral language is one of the major responsibilities of any teacher working with English language learners. The classroom is certainly a convenient place for providing information and developing such a skill. In addition, speaking is the more favorable skill by students than any other language skill, because Learners are going to be put in situations where communication in English is needed, however, in learning process, learners are confronted with many obstacles which prevent them from communicating using this favorable skill. In this part, we will be mainly discussing some details about the speaking skill, definitions of speaking and its importance, the different types, functions and characteristics of speaking. Then, we will discuss the reasons of student's inability to speak in English i.e. main speaking problem confronted by EFL learner and techniques for teaching speaking.

2.1. The Nature and Types of Speaking:

As it was noted at the beginning of this work, the aim behind learning a foreign language is to speak and communicate in that language by transmitting messages in different situations. It is to interact with participants and carry a message of some sort, but foreign language learners speech is

still characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill, its complete mastery requires some experiences and practice, it is usually defined as a complex process of sending and receiving messages through the use of verbal expressions, and non-verbal symbols such as gestures and facial expressions. This to say, speaking is an important skill that deserves more attention in both first and second language because it reflects people's thoughts and personalities.

Speaking is considered as the main central skill that must be developed due to its importance in manifesting the language skill. Certainly, learners are going to be put in situations where communication in English is needed. That is mainly the reason behind which speaking has been fundamentally emphasized on.

Clark and Clark (1977) argued that speaking is used as a tool by speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Speaking is higher skill rather than the other skills as well as, it are more complicated than it seems at first and involves more than just pronouncing words. There are three main types of speaking in which we find ourselves "interactive, partially, and non-interactive".

First, "interactive speaking" include face to face conversations and telephone calls, in which we are mutually listening and speaking as well as we have the right to ask for clarification, repetition, or slower speech from our conversation partner. Second, "partially interactive" which is when giving a speech to live audience, where the conversation is that the audience does not interrupt the speech. Thus, the speaker can see the audience and judge from the expressions on their faces. Moving on to the last one "None-interactive", that is when recording a speech for a radio broadcast and performing in a play.

2.2. The Importance of the Speaking Skill:

Language is tool for communication and speaking, amongst all other skills, it is the most important vehicle that drives people's needs and thoughts to each other. Communication takes place where there is speech. Without speech we cannot communicate with one another. As communication intends conveying information and sharing it with others in a two-way exchanging,

the speaking skill can be that capacity to put words together in a meaningful way which makes information a reflection of one's thoughts, opinions and feelings. Speaking as an important feature of language learning and social interaction is the core of different researcher's works.

Ramelan (1992) says that all human beings whenever they live always speak language. Although they do not have any writing system in order to record their language. To most people the art of speaking is the single most important aspects of learning second or foreign language, a success is measured in term of the ability to carry out a conversation in the language. In other words, that expert states that human being whenever they live always speak language, although they do not have any writing system to record their language. This means that speaking is very important in mastering foreign language. Thus, speaking capability can be measured whether a foreign language learner is successful in learning or not. But in acquiring speaking can be seen not only their performance in spoken, but also their competence in using the language. Nowadays, many foreign language learners give much importance to the speaking skill in their learning because acquiring this skill helps them to master all the other skills. Celce-Murcia (2001) argues that for most people " the ability to speak a language is synonyms with knowing that language since speech is the most basic means of human communication".

The importance of speaking is more discovered with the integration of the other language skills in which speaking help students to develop their vocabulary and grammar and also improving their writing skill. Thus with speaking, learners can express their personal feeling, opinion or thoughts, tell stories, explain, request, discuss, that is to say that according to speaking we can show variety functions of language.

2.3. The Functions of Speaking

Many second and foreign language learners seek to master the speaking skill. Some experts have tried to categorize the function of speaking in human interaction. According to Brown and Yule (1983) there are three functions of speaking which are known as interaction, transaction, and talk.

- A. **Talk as interaction:** According to Brown and Yule (1983) talk as interaction is primarily social which maybe be formal or casual, it indicates the role of speakers as well as who they are, interaction is polite and conversation is jointly constructed using generic words which are

understood by each other, it could also involve laughter and each speaker prompts the other to continue talking. In other words, this refers to what we said as conversation. It is an interactive communication, which is done spontaneously by two or more persons. It is about how convey a message to the other people. The main focus in this function is social relationship.

- B. **Talk as transaction:** Talk as transaction refers to situations where the focus is on what is said or done, the message, and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other (Richards, 2008). The function focuses more on the message that is conveyed and making others understood what we want to convey clearly. In this type of spoken language, students and teachers usually focus on meaning or talking what their way to understanding what is said or done.
- C. **Talk as performance:** In this function, speaking activities is more focus on monolog better than dialog. It happened at speeches, public announcements, telling story....etc (Jones 1996 and Richards 2008).

2.4. The characteristics of speaking performance

- A. **Fluency:** It is one of the main characteristics of speaking that all teachers want to achieve it. It is the ability to read, or to write easily and expressively, on other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context language teachers who concentrate on fluency help their students to express themselves in fluent. English thus pay attention to meaning and context and are less concerned with grammatical errors. Hughes (2002), defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest.
- B. **Accuracy:** Most second language teachers nowadays focus more on accuracy in their teaching because learners seek to be fluent and they forget about being accurate. Therefore, accuracy is the ability to produce correct sentences using correct grammar and vocabulary. This is because without strutting accurate speech, speakers will not be understood and the interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to concentrate and completeness of language for mis of more importance for oral proficiency.

- C. **Grammar:** Study grammar rules will certainly help us more accurately than in fluent way. Thus, the grammar of speech differs of that of writing Thornbury (2005) lists different features of spoken grammar that are clauses, direct speech favoured, ellipsis, questions tags, and performance effects.
- D. **Vocabulary** Vocabulary is very important to students to help them improve their speaking skill. They often find obstacles when they try to express what they want to say, this is because they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case to use words and expressions accurately.
- E. **Pronunciation:** To learn vocabulary is to build the language wall, however, each time new vocabulary is learned the need to know how to spell and pronounce is exigent. In order to develop their speaking skill of English, pronunciation is the first stone to be put in the constructing of the language. Therefore, to pronounce means to say words to ways that are generally accepted or understood. However, if the pronunciation is not correct, the speakers then will not be understood. Learners need to be aware of the different sounds and their features and to be aware of where the words should be stressed. Pronunciation is an important aspect of language learning is amongst the crucial consideration to speak English effectively and to achieve a better understanding of spoken English.

2.5. The strategies of speaking

The most important thing in language strategy is what is known by the speaking strategies. In which they used to solve any issues in communicating when speaking in English. For O'Malley and Chamot (1990) speaking strategies are crucial because they help foreign languages learners « in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language. To speak the foreign language in variety oral exchanges is one of the main purposes of language learner as well as, to be a competent speaker.

Speaking strategies are a fundamental, since they provide language learners with valuable tools to communicate in the target language in different situations. While there is a conflict between whether or not to teach speaking strategies.

- A. Achievement strategies** : In which learners try to find a way to convey their messages without losing or changing it. These strategies help learners in substituting words or phrases to communicate the desired message. Achievement strategies include three other sub strategies.
- B. Guessing strategies** : The speaker can use his mother tongue word and pronounce it as it belong to the target language, he also might use word from his mother tongue without changing it hoping that the interlocutors will understand them.
- C. Paraphrase strategies** : It involves looking for an alternative to the word or the expression that the speaker needs in the target language, he also can explain a concept or word by making some sort of phrases to express his meaning which is called circumlocution.
- D. Co-operative strategies** : It is used when the speaker gets help from the other interlocutors; he asks for the word by using it in the mother tongue and the interlocutors helps him to find it in the target language.
- E. Reduction strategies** : It is when learners reduce their communicative objectives through giving up the topic or neglecting a specific message. The reduce of messages is due to the speakers' lack of words or phrases to substitute the unknown vocabulary and in another situations speakers decide to change the topic or finish the conversation.
- F. Avoidance strategies** : It is when a learner use strategies in order to avoid some particular sound sequence, such as « Th » in English, or avoid the conditional in English, and others like to avoid whose gender is unknown .Thus, students may avoid some difficulties in expressing opinions because of the lack of vocabulary .So, they avoid some messages content and prefer changing the topic or keeping silent.

2.6. Speaking difficulties confronted by EFL learners

Using the speaking skill of the foreign language is not as knowing about this language (2015), advocates that the difference between the knowledge of how things must done and the ability to do these things is definitive in the learning process. Most of the time learners face some difficulties when practicing the speaking skill, even those who know about the system of the foreign language.

The learners have their own difficulties in learning the language, thus the improvement of speaking skills is not easy for them. According to Ur (2000) there are four main difficulties that confronted by EFL learners, which are:

- A. **Inhibition** It is common issues the most teachers face with many students in their classes, it detects more when learners try to participate in class but many obstacles stop them. Thus, Littlewood (1999) argues that « It is too easy for foreign language to create inhibition and anxiety » such feeling shyness or fear to make mistakes especially if they will speak to critical audience. All these are due to the ill of development of communicative skills. Many students are rarely practicing the foreign language even inside or outside classroom, and that contribute to create this problem. Backer and Westrup (2003) support that many learners find it difficult to answer when teachers asks them to say anything in the target language. This is because the learners may have only some ideas to talk about, other issue, they may find themselves confused cause they lack of vocabulary and grammar. Also they could not carry the discussion on topics that are not interesting for them.
- B. **Low uneven participation** This issue refers to the values of each student's time of talking when only one participant can talk at a time if he or she is to be heard, automatically the other learners will have only very little talking time. This problem is compounded of some learners to dominate, while other speakers very little or not at all. Rivers (1968) claims that some personality factor scan affects participation in foreign language and teachers then should recognize them. We can notice that there are some students tend to be dominant and take almost students « talk time ». While others speak only when they feel they are sure about what they are going to say, whereas others like to keep silent by showing no interest or participation. The main issue that led to the weak participation is cause to the ignorance of teachers' motivation. If the teacher doesn't increase student motivation, the talkative ones will show no interest.
- C. **Mother tongue use** For Baker and Westrup (2003) « barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language », if the learners keep on being influenced by the use of their mother tongue they will use the foreign language incorrectly. In the other hand, the lack of vocabulary of the target language make them borrow words from their native language.

3 Podcast use in Education and EFL contexts

3.1. Definition of Podcast

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Podcasting is a method of distributing multimedia files such as audio or videos via the Internet, they designed to be download and listened to on a portable mp3 player or on a personal computer, so « podcast can be thought of as online audio or video broadcasts ».

podcast an innovative tool is as Stanley (2006) suggests, listening to audio or watching videos are nothing new to the internet « What puts podcasting apart from other ways of delivering audio online .such as streaming, is the idea of automatically downloaded content. What makes this Possible is RSS (Really simple sys.....). People generally used the term podcast to refer to any type of audio file, but in fact what make the real podcast differ than the other tyoe of audio is the RSS feed that allows the listeners to subscribe to these series and receive them automatically, it is simply inexpensive, portablen reusable S,M, Putman (2009).

The first one who used the term podcast is Ben Hamersley (2004) in the UK's Guardian newspaper, Podcast is the combination of the word iPod and broadcast stanely (2006), it can refer to both the content and the method of delivery, podcasts are usually in mp3 format(or other format, such as mp3 or m4a extensions) which can be played by number of portable media player ,an iPod, a blackberry, a cellphone, it can also be played on computers (desktop, laptop, hand-held computer), and stereo system, beside the audio format we have video format this usually come m4v format, this late called vodcast, the one who does a podcast is often called a podcaster. Podcasts, like blogs, can be very personal or they can offer more general content and be the official voice of an organization. Generally, the more officail podcasts are of higher quality and have more targeted audiences. These podcasts provide listeners with varied content on particular themes. Those related to ESL (English as a second language) or EFL (English as a foreign language) can be a source of rich exposure to native English for ESL/EFL learners.

According to Edirisngha (2007) there are three trends which stand behind the increasing popularity of podcasting. Thus, podcasts are used as supplementary or alternative means of delivering content by the media, good examples of this are the BBC and CNN podcasts, they make some radio programs such as dramas, music, or sports programs available as podcasts. In the other hand, the increase in mp3player ownership and the use of mp3 to listen to digital sound, 67 % of pennsylvania state university students own an mp3 player. Whereas, the increasing availability of free software and tolls which helps in creating podcasts, distributing them on the internet, and downloading them on mp3 players.

3.2. The creation of Podcasts

In fact there are three categories of activities involved in podcasting, these are file production, podcast publication, delivery and play back.

- A. **File production** This typically the most important part in the process of podcasting this process include select the appropriate content , determining the instructional goal, design the content , recording the content, audio/video editing and file compression, this production step requires some recording hardware such as digital microphones, digital cameras, and software for editing audio and video segments, beside these audio and video files, an important RSS feed (this feed is XML file) must be generated by the creator, because of this late all the information about the podcasts such as location, titles, publish date, and the description of series are listed.

Figure 1: Podcasting publish, subscribe, and push model Abdous (2009)



- B. **Podcast publication** : Continuing to the first step, at this stage the podcast creator has to upload the audio/video files and the RSS feed to a web server, many podcasters post a link the podcast RSS feed on their blogs, website or other public web spaces. The podcast aggregators is a software that checks podcast feeds for update at specified intervals, the most known podcast aggregators are iTunes, juice and Doppler.
- C. **Delivery and play back** When the listener adds a new RSS feed, the podcast aggregator(iTunes ,Juice,doppler) downloads all episodes referenced in the current RSS feed , at regular intervals, the aggregator checks the feed for update and downloads any episodes he wants, some of the listener access podcasts directly on their computers or on their portable MP3/video devices .

3.3. Podcasting in education

Time is one of the major problems in English language classroom. Abdous (2009), thus problem occurs on different levels for both teachers and students. For example : a teacher may not have enough time to cover materials in a lesson, the number of school days allocated towards language learning may be insufficient, students may not have the time to practice English inside the classroom , and students may not be motivated to or want to spend the necessary time to learn English, but with the use of podcasting students and teachers can overcome such obstacles, and the chance for constant accessibility to the teaching and learning experience could be reached, as it has been suggested by O'Bryan (2007) that « the use of podcasting can transform classroom instruction when students begin to listen not just to music but to language learning materials that are integrated into the curriculum »

Podcasts play significant role in education, since it is difficult for many EFL teachers to give their students an opportunity to listen to real' English, Podcasts may be able to compensate for this lack of English exposure and provide them with samples of real speech (authentic materials) Thorne and Payne(2005), as a supplement to textbook materials podcast can be used also as a way to gain information on specific aspects of the language such as idiomatic expressions or grammatical constructions . Stanly (2006), in higher- education , professors can use podcasts in various ways to extend the classroom , either by providing recordings of their lectures, review notes , or preparatory material for the next lessons O' Bryan Hergesheimer (2007), and because successful listening skills are acquired over time and with lots of practice, podcast offers learners a wide range of possibilities for extra listening practice both inside and outside the classroom Kavaliauskiene (2009) ,so the potentiality of podcasting is not limited in providing rich sources of input but also in transforming instruction outside the classroom walls and extend learning beyond the traditional school.

In contrast to the traditional views which see learning as the accumulation of facts or the development of skills, the main meaning of constructivism is that individuals are actively involved right from birth in constructing their personal meaning through observation, interpretation and exploration, concerning this point, Rossell Aguilar (2007) point out that there is strong connection between the podcast technology and the constructivist approaches, thus learners are

more independents in creating their own knowledge and personal understanding through podcasts experiences.

From its first appearance as novel tool, podcast has been welcomed by many educationists, thus its effectiveness in the educational institutions has been examined by many researchers, some of these studies were concerned with the effect of podcasts on students 'language skills while others were mainly conducted to elicit the learners 'attitudes and perceptions toward podcasts .

In order to reach the normalization stage of CALL integration into the classroom settings, plenty of research was conducted. O'Bryan (2007) conducted a research study where she examined the role of podcasting in an ESL listening strategies course. 14 podcasts (video and audio) have been designed for listening course after 15 weeks of instruction, the podcasts were viewed very positively by both students and teacher, they were effective tools in creating the intrinsic motivation.

Concerning the vocabulary learning podcast also has been proven to be a motivating tool in enhancing word acquisition (science vocabulary) of 58 fifth grade students Putman SM, Kingsley T (2009). Half of these students received access to podcasts for 7 weeks while other received only classroom instruction. The data analysed from the pre and post test revealed that the scores on vocabulary tests for the group given access to the podcasts was greater than those in group that received only classroom instruction, and because podcasts are non-traditional education medium. The survey responses revealed that students held positive view of the experience.

3.4. Podcasting in EFL contexts

Podcasts available on the Web can be classified into two type's radio Podcasts and independent podcasts. Radio podcasts are existing radio program. into podcasts, such as those produced by BBC (British Broadcasting Corporation). According to Aguilera (2007) Independent podcasts are Web- based podcasts produced by individuals with something they want to share, and educational institutions and teachers who provide learning context in many fields. Generally, this is one potential use provided from the development in podcasting technologies which is the capability to create podcasts, beside the ability to use the podcast resources available.

In English language teaching and learning, According to Stanly (2007) podcasts can be created by both teachers and learners, podcasts produced by teachers for their students allow the teacher to reach out to his/her students beyond the confines of the classroom, at this point podcast can set as another chance for learners to listen again to what has been tackled inside schools, and to recheck those notes and make sure of them, they can also supplement the teacher's classes for different purposes, on the other hand we have student produced podcasts, those are created by learners themselves for many reasons, many teachers agreed on this way as motivating activity for students to improve their oral skills.

3.5. The Advantages of Podcasts:

A great part of the podcast 'popularity is mainly due to its flexibility, simplicity, and the greater benefits, many researchers (Kavaliauskiene. G 2009, Aguilar 2007) ate agreed on the following advantages of podcasts. First, portable, easy to use once downloaded, the place, the time the frequency of use are not limited. Second, Functionalities such as pauses, forward, or skip mean that the user is in control of pace, so podcasts enable its users to practice listening in a self-directed manner and at their own pace. Third, if the user doesn't have portable media device, the content can also be played on a computer, and this is due to the flexibility of podcasts.

Fourth, motivating based on the previous researches, podcasts were widely welcomed by the participants, thus the non-traditional tools can be used to attract the students' attentions and make them engage with materials which they might otherwise not use. Fifth, providing students with additional resources by their teachers or their institutions in form of podcasts can keep the interaction between learners and their instructors inside or outside classroom. Finally, Easy access by using software such as iTunes or Juice, podcasts can easily be downloaded.

Conclusion

In this chapter we have reviewed the importance of listening in language learning. The influence of listening on language skills, particularly speaking was the main issue tackled, besides the speaking and listening difficulties confronted by FFL learner were examined. These points are illustrated by scholars' view and previous studies. This part of our research helps us to enrich our understanding about listening, speaking and podcasting in language learning.

Chapter III
Research and Data
collection procedures

Introduction

It has been examined that the web 2.0 concept implies a number of new applications and services, allowing users to publish content without facing the technical barrier and at the same time taking full advantages of the potentials of the Internet, Podtastitig is one of these innovative tools that give the opportunity for both speakers upload their speeches and to listeners to download them at any time. It has been expressed by many researchers such (Aguilera. 2007, Stanly. 2007) that podcasts offer language teachers and students a wide range of possibilities for extra listening both inside and outside of the classroom.

As the title of this paper clearly states, our research focuses mainly on the use of podcasts outside classroom to enhance learners' listening and speaking skills, in our study we will try to answer the following questions:

- Does the use of podcasts outside classroom enhance EFL learners speaking and listening skills?
- If yes, how can teachers integrate the use of podcasts in instruction?

To answer the research questions, an experimental qualitative study has been conducted, and two research questionnaires were administered for both students and teachers. The research method, the participants and tools will be presented here after.

1. Participants

Both EFL learners and ESP teachers at Khemiss University are the participants in this study.

1.1. Learners

The experiment took place on the first of March, 2022 at Khemis University, (law department) with first year master students. The students were specialized in the option of Social Security. They have been studying law for four years.

The whole population of first year master students of law (Social Security option) consists of 71 students our sample has 25 students, from both genders, aged between twenty three (23) and fifty (50).

1.2. Teachers

Ten ESP teachers at Khemis University were asked to answer the teacher's questionnaire. They have a master degree. Their experience in EFL teaching is not long; it lasted between three to six years. Two of them are males. They are teachers of Master students.

2. The research tools

The pre and post tests conducted our experiment represent the main tool to collect the data needed for answering the main questions, in addition two questionnaires delivered to both teachers and students. The major objective behind using the tests is to find to what extent the use of podcasts interferes in the improvement of the learners listening and speaking skills at Law department. Therefore, the influence of technology on listening and speaking will be examined within a specific condition which is the use of podcasts outside classroom. Thus, a pre and post test would be highly recommended in the completion of this investigation.

2.1. The test : Speaking / Listening test

2.1.1. A general description :

In conducting this research , listening and speaking tests were administered to the 25 students these two tests are mainly representing oral aural pretests . Accordingly , the sample population was divided into two groups of 12 students representing the

experimental group and 13 students representing the control group . Both groups involve high and low level students , this division is based on the result of the pretest in listening and speaking , another post test was conducted concerning the same skills and for the same students after five weeks of experiencing the use of podcasts . The aim of the test is to elicit the effectiveness of podcasts speaking and listening improvement within this period .

2.1.2. The administration of the Listening test

At this level of testing, a TOFEL listening test was downloaded and adopted as pre - test. This test was administered on the fifth of April, 2022. The length of the included audio file was about 3 minutes. It was about two students staying in the university campus (a male and a female). The female had a composition test, she asked her friend for help. Five questions were supposed to be answered after listening to this audio file. Each of these questions includes four options . The time allocated to answer each question is 3 minutes.

This audio file was chosen according to two criteria, the first is a familiarity of the topic, and the second is the speakers ' comprehensible input and language.

2.1.3. The pre - Listening test

A TOFEL listening test was downloaded and adapted the length of this audio file is about three minutes. The audio file is about two students a male and female, the female student has a composition test, she asks for her friends ' help. Five questions are supposed to be answered after listening to the audio file. Each question included four options. The time allocated for each question is three minutes. The following table includes the listening comprehension questions.

2.1.4. The administration of the speaking test

The test was conducted in the 1st march 2022. Two selected topics, first, the characteristic of the best friend, and the second, the choice of your favorite restaurant. The aim was to choose topics were familiar to students. Three minutes were given for each student to express his personal ideas. The characteristics of speaking performance that were taken into considerations are fluency, accuracy , grammar , vocabulary , pronunciation , and the content .

2.2. The description of the post test

After five weeks (the duration of the experiment) , another speaking and listening tests are used to examine students ' improvement in listening and speaking after adopting podcasts .Thus , an objective evaluation is hoped to be made between the experimental group (who listened to podcasts) and the control group (who did not).

2.2.1. The post - Listening test

A TOFEL listening test was adopted in this part of our research; the length of this audio file is about four minutes. The audio file is about a professor and her student, in which the student asks for some clarification about the midterm exam. Five questions are supposed to be answered after listening to the audio file. Each question includes four options. The time allocated with each question is three minutes.

2.2.2. Description of the podcasts

The main aim behind using podcasts as supplementary material is to enhance student's proficiency beyond classroom instruction. And this will be achieved by, first, exposing students to more listening texts and conversations and providing more practice in listening and speaking. Second , to help students to review and practice grammar and vocabulary learned in class. Third, encourage students to engage in independent and mobile learning beyond the classroom. The last one is to provide students with information about the culture of the target language.

The full package of the podcast material consists of 6 podcasts. They launched from the 12th April till 10th May, one podcast for each week, for the experimental group to listen to outside classroom. To download this podcasts and Find Cast and iTunes applications were first downloaded and installed. The former was installed on a mobile phone, and the latter on a laptop.

The content of the podcasts was presented in a form of recorded narrations. This was intended to give students more input and it allows them also to see how grammar is used in suitable contexts. The main grammar points used in this podcasts have been studied in the first semester of the same year.

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The following table will clearly explain these podcasts:

- Find Cast (iTunes search) -Android Apps on Google play social security pub

Table 1: The Podcasts used in the experimental study

The titles and the length of podcasts	The content of podcasts	The grammar point used in	The vocabulary used
<p>How Social Security Can Help family you when family members die</p> <p>The length ; minutes</p> <p>The length about</p>	<p>Steps must be followed by the family members when one of them dies .</p> <p>-The conditions on which social security benefits may be available for family members ex : Certain family member may be</p>	<p>Past simple</p> <p>Active and passive voice</p> <p>The use of will,</p>	<p>Nouns death, widower , widow</p> <p>Verbs : to die, to adopt</p> <p>Adjectives : Eligible, deceased, Social , unmarried</p> <p>-Verbs to receive/ to</p>

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<p>six minutes without the introduction</p>	<p>Limits affect benefits</p> <p>bonuses, vacation Pay, commissions, sick payetc. are part of special payments.</p> <p>-examples of special Payments</p>	<p>would, should</p>	<p>get</p> <p>Adjectives : Special, available.....</p>
<p>Lesson 3 : Special Benefits for certain world war 2 veterans</p> <p>Length : 6 minutes</p>	<p>The main ideas are :</p> <p>-Special benefits</p> <p>can be paid to certain world war 2 veterans (who served in active US military)</p> <p>-There are some requirements to</p>	<p>-The use of those, these, this, that</p>	<p>Verbs : To qualify, to pay, to stop</p> <p>Adjectives :</p>
	<p>quality this benefits ex : be aged 65 or older,</p>		<p>Payable , special, eligible, qualified, military</p>

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<p>Lesson 4 :</p> <p>-What is social disability- the length 2 minutes</p>	<p>-The conditions when the benefits stop</p> <p>The main ideas :</p> <p>-Defining social disability</p>	<p>Present simple, past simple</p>	<p>Nouns : stepchild, necessity, disability</p>
<p>The second podcast :</p> <p>-Benefits for children for - 6 minutes</p>	<p>-Who can gets child benefits</p> <p>-Ex : parent(s) who is disabled or retired and entitled to social security benefits.</p> <p>-What the parents</p>	<p>-Conditional present simple /future simple</p> <p>-Model verbs : can, must, may</p>	<p>-Verbs : to provide, to furnish, to stabilize</p> <p>-Adjectives : Disabled retired, biological,</p>

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	<p>need when they apply for child's Benefits.</p> <p>-The child must be unmarried , younger than age 18</p> <p>-Benefits will continue at age 18 to a child who is Disabled.</p>		<p>Parental, older, younger.</p>
<p>Lesson 5 : Medicare</p>		<p>Present simple</p>	<p>Nouns : Medicare, health, kidney failure, hospital</p>

attitudes towards listening and speaking skills and the use of podcasts in education. It also addresses learners' perceptions of listening to podcasts, and their self-evaluation of one's performance in individual listening and speaking practices. Thus, the answer will help in suggesting some practical ways of improving both skills, speaking and listening.

2.3.1. Learners' questionnaire

The first of this questionnaire is administered for both experimental and control group, (see Appendix A). It contains eleven questions which are mainly devoted to collect the learners' attitudes and personal opinions about speaking and listening skills. These subjects are asked to evaluate their level in oral and aural skills, and to specify the areas where they find difficulties in both skills. In fact, knowing about the students' awareness of the importance of listening in language learning, and eliciting their strengths and weaknesses are the main aims behind this part of the questionnaire. Thus, the answers will help us to suggest some useful listening and speaking strategies. It also sheds the light on the learners' psychological side and its role in the language learning process.

The second part of this questionnaire contains five questions. They are also directed to both control and experimental group. The answers of these questions reflect the students' personal experiences with podcasts and the extent to which they are familiar with this tool. Thus, identifying the students' awareness of podcasting technology stands as the main aim in this part. Since the implications of this study will be strongly related to students' awareness of educational technology. In other words, whether the students are familiar with podcasts or not will affect teachers' decisions to use Podcasts in educational settings.

The third part concerns only the experimental group. The subjects are asked to reflect on their experience with social security podcasts; and to evaluate their speaking and listening skills after listening to the provided podcasts. Their answers will mainly lead us to confirm or disconfirm the effectiveness of this tool in the educational setting. It will also inform us about the extent to which EFL learners' listening and speaking skills improved or not. It helps us to think about the pedagogical implications as well.

2.3.2. Teachers ' questionnaire

The first part of this questionnaire (See appendix B) is designed to get some general information about the chosen sample of the teachers. In fact, knowing the grades and the educational experience can affect the teacher's responses. For that, they should be taken into consideration in analyzing each part of questions.

The Chief concern of this part is to investigate the teachers ' views about their students speaking level , and check their awareness of the importance of listening in learning a foreign

Language. So, all the questions will shed some light on the real on the real opinions of ESP teachers at Khemiss University. Given the importance of listening in language learning and teaching, it is essential that teachers give the learners the opportunity to develop and improve their listening skills not only in the classroom but outside the classroom as well.

The third part is concerned more with the technology and podcasts use in educational settings. Thus, some questions are asked to elicit teachers ' attitudes and perceptions towards the use of technology in classroom instruction and its importance. Other questions are used to make the teachers reflect on their personal experiences with podcasts. To put it in brief, all the questions in this part enable us to estimate the educational technology awareness amongst the ESP teachers at Khemiss University.

2.4. Data collection procedure

To collect the data needed about listening and speaking a long with the use of podcasts outside classroom. We have selected a questionnaire. The questionnaire selection was due to the nature of information needed to be gathered, as it reflects the participant's knowledge and attitudes. The questionnaires meant to be distributed for both teachers and learners.

As it has been explained earlier in this chapter the learners ' questionnaire consisted of three parts. The first two parts were administered before the experiment; While the third one after the experiment. Concerning the teachers ' questionnaire, it was composed of three parts and was distributed before the experiment.

Conclusion:

In this chapter we have introduced the research tools adopted to carry out the intended study with a detailed description, this involves an experimental study conducted at Khemis University, law department, in addition to the use of questionnaires for both students and teachers. The research tools advocated will help us to answer the research questions .Mainly , the research questions to be answered are turning around the importance of both listening and speaking in language learning and the role that podcasts can play in such process.

Chapter IV

Findings and discussion

Introduction

This part of the chapter is the most important part in our research work, it deals with the findings and discussion of findings where we are going to investigate the effect of using podcasts on enhancing EFL learner's listening and speaking skills outside classroom, at law department in Khemis Miliana University, It is completely devoted for analysing the experimental study .

Therefore, this chapter devoted to get the necessary data and to solve the research problem. The findings will be based on two questionnaires that are addressed for both learners and teachers to answer the questions mentioned before and afterward, providing the analysis and interpretations of the results.

1. Student's Questionnaire Analysis

The questionnaire was distributed to 25 students at law department in Khemis Miliana University .It was divided into three parts; it is analysed as follows:

1.1. Before experiment

Part 01: Learner's attitude and personal opinions about speaking and listening skills.

1.1.1. Table 1.1 The frequency of listening to English

Options	Percentage	Number
Always	40%	10
Often	20%	05
Sometimes	40%	10
Never	0%	0

- **Q1:** demonstrates that all of the participants listen to English. Those who always listen represent the average of 40%, as well as for the others who sometimes do. The remaining 20%, however, stands for the participants who often expose themselves to listening

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English. Regardless to the variety of the frequency of listening to English, the constant exposure to listening English will help the learners to get acquainted with the different sounds and rhythms of the language, which eventually will lead to evolve their listening skills.

1.1.2. Table 1. 2 :The reason of listening to English

Options	Percentage	Number
Pleasure	60%	15
Study	40%	10
Other	0%	0

- **Q2:** The reason of listening took two streams: either for pleasure or for educational purposes

1.1.3. Table 1.3: The difficulty of understanding the teacher

Options	Percentage	Number
Always	40%	10
Often	40%	10
Sometimes	16%	4
Never	04%	1

- **Q3 :** The results obtained denote that most of students find speaking in English difficult. Whereas, students who do not find any difficulties while speaking in English and that due to the simple grammatical rules of the English language and their admiration for the language itself.

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1.1.4. Table 1.4: Students English speaking difficulties

Options	Number	Percentage
Fear of making mistakes	10	40%
Lack of self - confidence	4	16%
Lack of vocabulary	6	24%
No space for teaching speaking	1	4%
No answer	4	16%
Total	25	100%

- **Q4:** The reasons of listening difficulties. Approximately, all of the participants have picked one of the provided reasons in the questionnaire that may cause them a difficulty to understanding the teacher in the class the respondents regard the vocabulary used by the teacher as the key cause that glitch their understanding process, whereas some others consider the difficulty as a result of the teacher's accent.

1.1.5. Table 1.5: Students level in English

Options	Very good	Good	Average	Less than average	Total
Responses	2	15	8	0	25
Percentage	8%	60%	32%	0%	100%

- **Q5:** The majority of the students consider their level in English as a good level .while other students assume that they have an average level of English.

1.1.6. Table 1.6: Respondents' classifications of the four skills

Skills	Number	Percentage
Listening	10	40%
Speaking	12	48%
Reading	2	8%
Writing	1	4%
Total	25	100%

- **Q6:** we observed that they have the majority of the respondents classified the speaking skill as the first skill that they are interested in. Next, it comes the listening skill since it helps them to improve their comprehension of native speakers, so their speaking will be improved. In addition, it is classified the reading skill as the third skill that students need then it comes writing skill as last one.

1.1.7. Table 1.7: Students English speaking difficulties

Option	Number	percentage
Yes	15	60%
No	10	40%
Total	25	100%

- **Q7:** The results obtained denote that students find speaking in English difficult.

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1.1.8. Table 1.8: The causes of understanding difficulties

Option	Number	percentage
The accent of the teacher	8	32%
The vocabulary used by the teacher	12	48%
The pace of the teacher's speech	5	20%

- **Q8:** The findings show that most students' speaking difficulties are due to the fear of making mistakes find speaking in English difficult due to the lack of vocabulary. While few of them argue of it is a difficulty because of the lack of self-confidence.

1.1.9. Table 1.9: The oral expression course' appropriateness.

Options	Number	Percentage
Yes	20	80%
Somehow	5	20%
No	0	0%
Total	25	100%

- **Q9:** "Yes," Oral Expression course is the most appropriate course to improve speaking skills has been the answer of most students. The students who choose the option of "somehow" were about 6 and no one disagrees with its appropriateness. As a result, the majority of students believe that the course of oral expression is a suitable course to achieve their communicative abilities.

1.1.10. Table 1.10: Listening to native speakers inside the classroom

Options	Number	Percentage
Yes	18	72%
No	7	28%
Total	25	100%

- **Q10:** the majority of respondents said "Yes" they do listen to native speakers talk during the oral classroom session this may be because their teachers use authentic materials in their lectures.

Part 02: Learner's personal experience with podcasts

1.1.11. Table 1.11 The participants' familiarity with the term podcasts

Options	Number	Percentage
Yes	20	80%
No	05	20%

- **Q1:** As far as the term podcast is concerned, the meaning of the word is not understood to a remarkable number of participants, and the percentage of those who are familiar with the term increases those who are not.

1.1.12. Table 1.12: The frequency of listening to English podcasts

Options	Percentage	Number
Always	8%	2
Often	4%	1
Sometimes	68%	17
Never	20%	5

- **Q2:** all of the participant's answers listen to English always as well as for the others who sometimes do. The remaining, stands for the participants who often expose themselves to listening English. Regardless to the variety of the frequency of listening to English.

1.1.13. Table 1.13 :The challenges encountered while listening to podcasts

Options	Number	Percentage
Yes	23	46%
No	27	54%

- **Q3:** the difference between the participants who do not encounter difficulties in listening to English podcasts and the others who do is not quite immense. The respondents who encounter challenges in listening form a remarkable quantity which obviously seems to need more assistance and focus on enhancing their listening skills.

1.1.14. Table 1.14: The usefulness of podcasts in language learning

Options	Number	Percentage
Yes	22	88%
No	3	12%

- **Q4:** The findings present a positive feedback towards the use of such e-tool in language learning. while the remaining ones respondents, have rejected its usefulness. It shows that most of the students think that podcasts are very useful for language learning. While only one student disagreed.

1.1.15. Table 1.15: The development of listening through podcasts

Options	Number	Percentage
Yes	22	88%
No	3	12%

- **Q5:** The results indicate that the majority of students state that listening to podcasts increase their ability to speak inside and outside the classroom. While seven of them said that listening to podcasts do not increase their ability to speak inside and outside the classroom.

1.2. After experiment

Part 03: Learner's experience with social security podcasts

1.2.1. Table 2.1: Podcasts improve students' vocabulary, pronunciation, or grammar

Option	Number	percentage
Vocabulary	8	32%
Pronunciation	15	60%
Grammar	2	8%
Total	25	100%

- **Q1:** As the table reveals eight (8) students who represent (32%) have indicated that podcasts improve their vocabulary. while the majority (60%) stated that pronunciation is improved through listening to podcasts. On the other hand, two (02) Students (8%) considered that podcasts enhance grammar. According to these results, podcasts can play an important role in helping students get the correct pronunciation and enrich their vocabulary store.

1.2.2. Table 2.2: Listening to podcasts enables students to recognize how the English language is spoken in different contexts

Option	Number	percentage
Strongly agree	7	28%
Agree	15	60%
Disagree	3	8%
Strongly Disagree	0	12%
Total	25	100%

- **Q2:** The results above indicate that most of the students (60%) did agree that listening to podcasts grants them the opportunity to recognize how the English language is spoken in

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different contexts. Others who represent (28%) were strongly agreeing on the idea.

However, three participants disagree.

1.2.3. Table 2.3:Types of podcasts and listening efficiency

Options	Number	Percentage
Yes	5	20%
No	20	80%
Other	0	0%

- **Q3:** the majority of the participants regard video podcasts as the type that is more effective in enhancing their listening skills, whereas the rest who consider audio podcasts to be more effective in enhancing listening skills.
- **Q4: Does listening to podcasts increase your ability to speak inside and outside the classroom?**

The results indicate the majority of students state that listening to podcasts increase their ability to speak inside and outside the classroom. While seven 7 of them said that listening to podcasts do not increase their ability to speak inside and outside the classroom.

- **Q5: Do you think that educational podcasts are necessary and helpful in developing your speaking skills?**

The results show that (80%) of students prefer learning-based on educational podcasts. Whereas (20%) who believe that their use is not necessary. Normally, the advantages of the Educational podcasts are so clear and no one could neglect them.

2. Learners discussion

Part one of the questionnaire result that all of the participants listen to English. The reason of listening took two streams: either for pleasure or for educational purposes. Furthermore, some of the learners seem to encounter difficulties to understand the teacher in the classroom, which was mostly a result of the used vocabulary that seems difficult or new for the learners. Teachers are responsible for explaining the vague terms in order to lessen their deviation from the course,

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or they could simply use a plain and simple language that fits their level of understanding. Moreover, the teachers' accents and the pace of their speech also seem to confuse and hinder the learners' understanding, which requires them to work more on a clear and accurate pronunciation of the language followed by a regular pace. Additionally, the methodology of teaching should be highly considered, because it is one of the major reasons that keep the learners either in or out of the stream of the lesson. Most of the learners have a good level in English so, they are motivated to study. The obtained results reveal clear ideas concerning the students' ways of thinking and awareness about the speaking skill. Since the majority of them are interested in the skill and they wish to master it more than the other language skills. In addition, the majority of the first master law students consider speaking in English a difficult task due to their lack of self-confidence, lack of vocabulary or no space for teaching speaking.

Additionally, most of the students prefer the oral expression module because it is a suitable course to achieve their communication abilities where they can speak and interact freely. Most of students listen to native speakers talk outside classroom this assures their interest to better their speaking and listening skills. In the second part, the learners' familiarity with the term podcast showed that the ones who are already familiar with it is more than those who are not. Majority of learners declared that they face problems while listening to pdc, for this they regard that the use of pdc can enhance their speaking and listening skills. The last part of the questionnaire after the experiment shows an obvious improvement in learners' skills especially in vocabulary and pronunciation according to these results, podcasts can play an important role in helping students get the correct pronunciation and enrich their vocabulary store. Furthermore, the majority of the students believe that the use of podcasts is necessary for developing their speaking skills and they do prefer an oral session based on educational podcasts. Finally, the previous results obtained from students' answers proved that educational podcasts are effective in developing and enhancing students' speaking skills. Due to this learners confirm that their speaking skill inside and outside classroom noticed a development for that they answer yes for the necessity of educational podcasts in helping them in developing their speaking and listening skills.

3. Teacher's analysis

As for the teachers, the sample was taken from English language teachers at khemis miliana University. ESP teachers were chosen to gather their various opinions and information about the use of educational podcasts since their module is concerning with teaching speaking by the use of pedagogical materials.

Part 1: information about ESP teachers at the law department at khemis university

3.1. Teachers' academic degree.

The majority of ESP teachers at law department in khemis miliana university have a master degree and four of them have a magister degree. This suggests that most of khemis miliana University ESP teachers probably hold the same degree, have enough experience, and are qualified to effectively teach EFL learners.

3.2. Experience in teaching ESP at university

The teachers' feedback regarding their experience in teaching English revealed that the most recent of the teachers have experienced six (06) years in teaching English, which is considered to be an enough period for them to be experienced in the field of teaching. Depending on their years of teaching, they can be a helpful source to draw a clear view about the subject matter.

3.3. Teachers' perception of their students' motivation.

Most of the first-year students (60%) are motivated to speak inside the classroom. Whereas (40%) of the rest are not motivated and this due to many reasons. The teachers of the oral expression state that students are demotivated because of the enormous number that inhibits them from attempting to speak too much during the lecture, the unsuitable environment, and the lack of teaching materials.

3.4. Teachers' evaluation of learners' speaking performance.

As the results illustrate, oral expression teachers agreed that EFL learners' level in speaking performance is between average (40%) and good (50%). However, one of the teachers considered the students' level in oral performance weak. These results indicate that the majority

of students may not be motivated to practice and communicate in the target language whether inside or outside their classrooms.

Part 2: Teacher's attitude about using podcasts in teaching and learning process

Q1 :Do you use technology to teach English?

All of the participants responded that they use technology in teaching, yet one of the teachers have used remarkable expression when answering, which is "if available". This means that regardless to the teachers' tendency of integrating technology in teaching, they seem to encounter problems regarding the provision of the technological tools.

Q2 :Do you know about podcasts?

The primary purpose behind asking this question is to measure the teachers' acquaintance with the term podcast. Three of the teachers seem to be familiar with the term, yet one of them added that he/she is not well acquainted with it. Regardless to the long experience in teaching, it is remarkable that one of the participants seems to hear the term for the first time, which may raises the probability of lacking the knowledge about term for some teachers.

Q3 :Do you think that podcasts are useful tool in language learning? Why

As far as podcasts are concerned, the participants' responses to the usefulness of such e-tool in language learning were positive. Some of the teachers proved its usefulness if it is used properly i.e. podcasts should suits the learners' level and serve their learning objectives. Moreover, it is also helpful in a way that it builds the learners' vocabulary store. Based on the teachers' feedback, podcasts are useful in language learning.

Q4 :How can podcasts develop the learners' listening and speaking skills?

This question seeks to have a close look on how podcasts may help in enhancing the learners' listening skills. All of the participants provided explanations, but one. Teacher number four (4) seems to lack a lot of knowledge regarding the subject, which lead to the refusal of answering the question. The other teachers demonstrates the idea of linking podcasts to the learners' listening development in a way that it help the learners to get acquainted with the language through exposing them to the different varieties of accents and oral language.

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Furthermore, it helps them to get accustomed with the different features of language that may manipulate the meaning when listening, such as stress and intonation. Consequently, podcasts can help learners to enhance their listening in various ways.

Q5 :Do you think that podcasts enhance the learners' interest in learning English? How?

The participants' answers revealed that podcasts can enhance the learners' interest toward learning English in many ways. First, it is a tool that builds autonomy within learners i.e. they become more dependent in terms of looking for other sorts of podcasts that fulfill their needs. Second, listening to podcasts in laboratories as a new experience for some learners may raise their interest and motivation towards learning English. Finally, regardless to podcasts' role in enhancing interest of learners to learn English, one of the teachers agreed that they enhance the learners' interest only if the learners are basically interested in learning i.e. if the learners are interested in learning English, podcasts would be an effective factor that increases their interest in learning English, but if they are not, podcasts will not evolve their interest due to the fact that they are already not interested in learning

4. Discussion of teachers' questionnaire

According to the teacher's analysis above reveals a positive attitude towards the use of podcasts outside classroom to develop the learners speaking and listening skills. The that the majority of ESP teachers at the law department hold a master degree, their teaching experience varied from one to six years so that the representative sample has sufficient experience in teaching ESP. The majority of teachers agreed that EFL learners' speaking and listening performance has a good to an average level may be because the students are not interested and less motivated due to the traditional teaching methods. Additionally, all the teachers find podcasts a good source for teaching speaking and listening and they support this answer with a number of advantages of using this tool the classroom because it can help learners to overcome spelling errors and fear of ideas and enable them to acquire correct pronunciation, new vocabulary, and grammar. Teachers assure the importance of using such tool inside and outside classroom for learners to practice listening, because they are especially dedicated for listening courses. Thus, providing laboratories to the learners is rather necessary for them to enhance their listening skills.

Conclusion

As provided in this chapter, the obtained results from the students' questionnaire and the teachers' interview revealed that podcasts play a significant role in EFL teaching and learning, which confirmed the effectiveness of podcasts as an e-tool that enhances their listening skills, as well as its usefulness in language learning. Moreover, it fulfils the teachers' needs to deliver listening courses in a comfortable and easy way.

**General conclusion
and
recommendations**

General conclusion

The aim behind the conducted work to enhance listening and speaking through the use of podcasts outside the classroom. The first chapter deals with the reviews of literature about listening and speaking as respectively receptive and productive skills. It also considers the use of podcasts in education. We investigate the difficulties most confronted by EFL learners; particularly in listening and speaking we also shed the light on the different language learning strategies adopted by students and their importance in learning. The second chapter investigates the effectiveness of podcasts in language learning. We conducted an experimental study and two questionnaires were administered to the learners and the teachers at the law department at Khemis University about their attitude and personal opinions about speaking and listening skills, their experience with podcasts and their self-evaluation of one's performance in individual listening and speaking practices. The objective behind using these tests is to look at the possibility of improving students' ability to speak and the extent to which listening to podcasts interferes in affecting this enhancement. The third chapter displays the results of the study; the findings revealed a slight improvement concerning the speaking ability, particularly the amount of vocabulary used, and a noticeable enhancement was achieved concerning the listening abilities. The learners were positive towards using the podcast technology into their language learning process, so we proposed some pedagogical implications and suggestions to attempt to remedy the shortcomings associated with teaching and learning the spoken language.

Recommendations

For the sake of integrating podcasts in EFL teaching and learning at Khemis Miliana University, the following recommendations need to be regarded:

- Merge the electronic tools within the curriculum.
- Teachers need training regarding the use of e-tools, especially podcasts.
- EFL learners should experience listening courses at laboratory.
- Providing more laboratories for learners in order to practice and better their listening.

General conclusion and recommendations

- Produce original podcasts of the English department of Khemis Miliana University during which learners can download and benefit from them. Additionally, it is possible to enlarge their extension through sharing them with other universities in all over the world.

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Appendices

Appendix A

Students' Questionnaire

Dear students

This questionnaire is part of a study that attempts to investigate the influence of the use of podcasts outside classroom to improve the speaking and listening skills of EFL students. We would be so grateful if you could answer the questions below:

Section One: learner's attitude and personal opinions about speaking and listening skills

Please, tick (✓) the appropriate answer

Q1: How often do you listen to English?

Always Often Sometimes Never

Q2: Do you often listen for:

Pleasure

Study

Other

If "other", please state it bellow:

.....

Q3: Do you find it difficult to understand the teacher when speaking in the classroom?

Always Often Sometimes Never

Q4: Do you think that the difficulty of understanding is a result of:

The accent of the teacher

The vocabulary used by the teacher

The pace of the teacher's speech

Other

Appendix

Dear students

This questionnaire is part of a study that attempts to investigate the influence of the use of podcasts outside classroom to improve the speaking and listening skills of EFL students. We would be so grateful if you could answer the questions below:

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Always Often Sometimes Never

Q4: Do you think that the difficulty of understanding is a result of:

The accent of the teacher

The vocabulary used by the teacher

The pace of the teacher's speech

Other

If "other", please specify

.....

Appendix

Q5: Do you consider your level in English?

Very good

Good

Average

Less than average

Q6: Classify the degree of importance of the four language skills. (From 1 to 4).

Listening

Speaking

Reading

Writing

Q7: Do you find difficulties when speaking English?

Yes No

Q8: Which of the following difficulties do you usually encounter with:

Fear of making mistakes

Lack of self-confidence

Lack of vocabulary

No space for teaching speaking

Q9: Do you think that the oral expression course is an appropriate course to improve your

Speaking skills?

Always Often Somehow

Appendix

Q10: Do you listen to native speakers talk outside classroom session?

Yes No

Section two: learner's personal experience with podcasts

Q1: Have you ever heard of podcasts?

Yes No

Q2: How often do you listen to English podcasts?

Always Often Sometimes Never

Q3 : Are there any problems that you have encountered while you are listening to the podcasts?

Yes No

If yes, state some:

.....
.....

Q4: Do you think that podcasts are useful for language learning?

Yes No

Q5: Do you think using podcasts will help to enhance your listening and speaking skills?

Yes No

Section three: learner's experience with social security podcasts

Q1: Podcasts helps you to improve your

Vocabulary

Pronunciation

Grammar

Appendix

Q2: Do you think that listening to podcasts gives you the possibility to understand the different contexts of the spoken English?

Strongly agree

Agree

Disagree

Strongly disagree

Q3: Which type of podcasts you think is more effective in enhancing your listening?

Audio

Podcasts

Video podcasts

Other

Why?

.....

.....

Q4: Does listening to podcasts increase your ability to speak inside and outside the classroom?

Yes

No

Q5: Do you think that educational podcasts are necessary and helpful in developing your speaking and listening skills?

Yes

No

Appendix B
Teachers' questionnaire

Dear teachers,

This questionnaire is part of a study that attempts to investigate the influence of the use of podcasts outside classroom to improve the speaking and listening skills of EFL students We would be so grateful if you could answer the questions below:

Part one: information about ESP teachers at the law department at khemis university

Put a tick (✓) mark in the right answer

Q1 : What is your degree?

License

Magister

Master

d. Ph.D. (doctorate)

Q2: How long have you been teaching EFL at law department in Khemiss University?

.....

Q3: Are your students motivated to communicate in English?

Yes

No

Q4: How important to teach speaking and listening skills? Justify you answer.

.....

.....

.....

Appendix

Q5: How do you evaluate your students' level of speaking and listening skills?

Outstanding

Good

Average

Weak

Part two: would you please answer the following questions?

Q1: Do you use technology to teach English?

Q2: Do you know about podcasts??

Q3: Do you think that podcasts are useful tool in language learning? Why

Q4: How can podcasts develop the learners' listening and speaking skills?

Q5: Do you think that podcasts enhance the learners' interest in learning English? How?