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BAHZAZ Mohamed El Amine

Title:

The Impact of Using Podcasts as a Strategy to Enhance EFL Students' Listening Skills

The Case Study of Second Year EFL Students at Biskra University

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Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Dr. Tayeb BOHITEM	Biskra	Examiner
Dr. Nadia BETKA REZIG	Biskra	Supervisor
Mrs. Chahira NASRI	Biskra	Examiner
Mr. Khaled AMROUI	Biskra	Examiner

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Declaration

I, Mohamed El Amine BAHZAZ, hereby declare that the current research is my own work and it has never been submitted to any institution or a university for a degree. This work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Mister Mohamed El Amine BAHZAZ
Master Student, Section of English

Dedication

All my gratitude and praise are due to Allah, the most gracious and merciful, for helping me
to complete this work.

With love and eternal appreciation. I dedicated this dissertation to my dearest mother and
father who has been always my beacon of motivation and guidance towards achieving my
goal.

With the deep profound love to my grandparents for their patience, understanding and prayers
who believes in me surrounded me with care and love

To all my brothers and sisters who are sources of an unconditional love, support and strength.

I also dedicate this dissertation to my uncles, aunts, and all my family: the symbol of love and
giving.

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Abstract

This study attempted to investigate the impact of using the Podcast as a strategy to improve listening comprehension for 2nd year EFL students of the English division at University Mohamed Kheider Biskra. In order to obtain adequate data for this research, we applied the descriptive method. Even though listening plays a substantial role in foreign language teaching and learning, it has been set of its difficult to teach and learn. To address this apparent issue, the study's main objective at investigate the impact of podcasts on listening skills. Based on that, it has been hypothesized that if teaching and learning depended on podcasts, learners' listening skills would improve. As a first step, we hypothesized that podcasts would assist students in developing their listening comprehension. Those who learn vocabulary or foster their pronunciation through listening would be more inclined to improve their vocabulary knowledge than those who do not use the Podcast for listening comprehension. The present work consists of an introductory chapter in which we provided general information about listening. In the second chapter, we dealt with the main aspects of podcasts and their relation to learning and teaching listening comprehension. Finally, we relied on two means of research: a student's and teachers questionnaire. First, the teachers' questionnaire was submitted to collect data about the techniques used to teach listening comprehension during oral expression sessions and their opinion about using podcasts to improve EFL students' listening skills. Second, a questionnaire was administered to EFL students to know their behavior toward the Podcast as a technology and to develop their listening level and attitudes about implementing the new technologies as learning material. The questionnaire is in the form of online questions by Google form software, which contains students' opinions about whether Podcast is a helpful tool to improve their listening or not. The results showed that it is effective to use podcasts in learning and teaching listening and integrating them into the learners' life, which can help them improve their linguistic listening besides the other skills. Appropriately, it is recommended that EFL learners should be in touch with new technologies such as listening to podcasts for the sake of learning new words to improve their listening comprehension. It should also be integrated into teaching materials.

Key words: Podcast, Listening skill, EFL students

List of Abbreviations and Acronyms

EFL: English Foreign Language

ICT: Information Communication Technology

RQ: Research Question

RH: Research Hypotheses

LC: Listening Comprehension

APA: American Psychological Association

DF: Degree of Freedom

iPod: An Apple Designed Portable Media Player

RSS: Really Simple Syndication

VS: Versus

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ملخص

General Introduction

1. Study Background

The use of technology for students has become a necessity in their daily lives, and many of them have found that the use of various technological means such as podcasts has benefited them in improving various skills, especially listening skills.

This prompted most university researchers to investigate the effect of podcast use on students positively, negatively, or both (Evans, C. 2008). In addition, some of them suggested using podcast platforms as a strategy to learn the English language (Indahsari, 2020). Another study suggested using podcasts as an effective tool to enhance EFL speaking skills (Bustari, Samad, and Achmad, 2017).

The thing that caught our attention is the spread of the culture of listening to podcasts among students to improve their listening skills and raise their cultural yield. They also receive the information they are listening to from students of their own age and specialization; it was a positive motivator for the learners. Moreover, incorporating podcasts as a strategy to improve language listening skills greatly improves the learner's communication level with others.

2. Statement of the Problem

Listening is a crucially important skill in language learning. EFL students rely on this skill in order to build other skills and improve their communicative potential.

We have observed that listening is usually a neglected skill, and the time devoted to teaching it in the classrooms is allocated to teaching other skills, especially writing and reading. In addition, the lack of laboratories, which are dedicated especially for listening courses, lessens the chances for learners to evolve their listening and discourage their interest in learning English.

To overcome this problem, we believe that the strategy of using podcasts, such as a collection or series of digital audio files, which are made available for downloading or

listening via the internet during the session or outside the classroom, could help students to improve their listening skills. In addition, getting used to hearing contributes to improving other skills.

3. Research Questions

The current research aims to answer the following questions:

RQ1: Does podcast use contribute to improving a learner's English language?

RQ2: What is the impact of podcasts on listening skills?

RQ3: What would be the students' and teachers' attitudes and practices in using podcasts for listening skills?

4. Research Hypothesis

The hypothesis of the present research is the following:

- If EFL learners use podcasts, their listening skills will be improved.

5. Aims of the Study

The current research aims to investigate the impact of podcasts on EFL learners at Biskra University to improve their listening skills.

Specific aims

Specifically, this study aims to:

- Find out if there is a positive influence of podcasts on students listening skills.
- Investigate the effects of podcasts on EFL learners' listening comprehension.
- Encourage EFL learners to adopt podcasts as a strategy to enhance the English listening quality.

6. Research Methodology

6.1. Research Method

The descriptive method employed in this work to study the podcast impact on improving the listening skills among EFL students is the descriptive method. This type of

research requires a qualitative approach to describe and investigate data. Indeed, this research aims to investigate the various effects (particularly the positive ones) that podcasts may have on EFL learners' listening in terms of enhancing and improving this receptive skill.

6.2. Population and Sample

For the sake of investigating this issue, forty-six (46) second-year English students at Mohamed Kheider University of Biskra have been selected randomly. This population has been chosen because second-year students may already have experienced studying in laboratories in oral expression in the previous year (first year), in addition to the probability of being exposed to various sorts of technology in this session. This will help them grasp the study's idea and drive them to give their sincere opinions about the subject.

6.3. Data Gathering Tools

This study takes place at Mohamed Kheider University of Biskra. We rely on two questionnaires for both students and teachers to gather the necessary data. One questionnaire was given to a sample of second-year LMD students of English to collect their perceptions, opinions, and attitudes about using podcasts as an extra teaching-learning tool to improve their listening skills. Moreover, another questionnaire was provided to a sample of oral expression teachers who can tell us better about students' difficulties in listening to the target language. Their points of view concerning the issue under study are also needed in this research, as they are the first concerned with listening teaching techniques as well as with learners' progress and improvement.

7. Significance of the Study

This study brings to light the importance of listening comprehension for EFL Learners and how it could be improved with podcasts. Therefore, we are looking to investigate and measure the podcasts' effectiveness in developing the learners' listening comprehension.

8. Structure of the Dissertation

The Dissertation is divided into three chapters:

Chapter One is about the listening skill: the nature of listening skill, listening abilities, listening strategies, the elements of listening, and functions of listening comprehension.

Chapter Two provides an overview of podcasts, including historical backgrounds, definitions and perspectives, forms and variants, and their influence on language teaching and learning.

Chapter Three discusses the fieldwork to analyze and discuss the Students' and teachers' questionnaires.

Chapter One

Listening Skills

Introduction

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1.8 Listening vs. Hearing

1.9 Types of Listening

1.9.1 Essential Listening Skills

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Introduction

This chapter presents an overview of the listening skill, where we will shed light on its definition depending on different researchers' views. Additionally, it introduces the distinction between listening vs. hearing, features, and types of listening. Moreover, the present chapter will tackle listening comprehension in language teaching, including (listening strategies, Meta-cognitive strategies, and cognitive strategies). More importantly, it will scrutinize the stages and approaches to teaching, like the pre-listening stage and while listening post-listening stage. Furthermore, it will attempt to highlight the characteristics of a good listener. Finally, it will try to summarize a general conclusion about all the above.

1.1. Definition of Listening

It has been indicated that listening is a crucial factor in language learning. Consequently, substantial researchers have defined the current concepts differently, studying many points of view that vary from narrow descriptions to broad assumptions with everything related to the technology that will be tackling more.

From a broader perspective, Anderson and Lynch (1988) define the listening as “understanding is not something that happens because of what a speaker says: the listener has a crucial part according to playing in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means” (p.6).

O'Malley, Chamot, and Kupper (1989) provide a convenient and more considerable definition that "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge while relying upon multiple strategic resources to fulfill the task requirement" (p.19). Moreover, listening perception depends on understanding the form of words based on

the context of the conversation. Hence, it is an active cognitive process that allows the listener to build a convenient meaning and understand the terms.

In the same vein, Purdy (1997) reported listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings" (p. 8). It is an intellectual operation in a listening conversation with a series of cognitive procedures that enable the listener to perceive, remember and respond appropriately verbally and non-verbally, besides other needed information produced by people. In the same regard, Myers and Myers (1992, p. 43) claimed that listening is considered not only hearing but also includes the added dimensions of understanding, paying overt attention, analyzing, evaluating the spoken messages, and possibly acting based on what has been heard. Listening is not a one-way street, and it is not merely the process of a unidirectional receiving of audible symbols (Brown, 2000, p.249). This quote means listening is an active process of converting meaning from spoken language. It can be said that listening is more than merely hearing, but there is a dynamic process inside the brain.

After considering the reviewed studies, which indicate that the listening had been defined from various perspectives Postovsky (1975, p.19) said, "Listening ranges in meaning from sound discrimination to aural comprehension." Thus, this definition is considered a general statement appropriate for every situation. While the speaker sends the verbal waves, the listener tries to decipher and interpret the ambiguous words simultaneously and cluster them into understandable meaning.

1.2.Listening vs. Hearing

Listening and hearing differ in terms of their functional structure. Listening is a tangible interpretation of sound waves, which are transmitted to the human ear before they

reach the brain so that they are analyzed and explained into audible concepts. In contrast, listening transcends the natural process of hearing. (Hellesving-Gaskell, 2017)

Saha indicated that hearing and listening are associated. However, he demonstrated that listening consists of a group of active stimuli that demand sound analysis, unlike hearing, that only perceives audible sounds in a passive method. Saha indicated that hearing and listening are associated. However, he demonstrated that listening consists of a group of active stimuli that demand sound analysis. Unlike hearing, which only perceives audible sounds in a passive method (as cited in Potosi, Loaiza, Garcia & Catalina, 2009. p. 9). Moreover, Saha and Talukdar (2008) reported that listening occupies an active and instant analysis of the sound data, which requires hearing and perceiving what we hear simultaneously.

Within the same regard, Tarigan and Sutari claimed that hearing and listening as a concept is different in terms of definition, but they're related items in language teaching. Hearing is considered a process of acquiring words and sentences spontaneously unconsciously, while listening requires the listener to be more attentive to comprehension, appreciation, and interpretation to receive and recognize the information, the message, or the communicative meaning that the speaker conveys. Richard & Rubin asserted that listening is not an independent process relying only on comprehending the speakers' utterances but also on understanding the visual aspect of listening comprehension activities (as cited in Arono, 2014, p. 64). In other words, listening involves a more sophisticated mental process than hearing, "it is (a) taking in information from speakers, other people, or ourselves" (Burley-Allen 1995, p. 3).

Surbhi (2016) determined the differences between listening and hearing, in terms of their distinguished nature, what they involve, their meaning, level, act, and process, and use of senses, reason, and concentration as observed in the following table:

BASIS FOR COMPARISON	HEARING	LISTENING
Meaning	Hearing refers to one's ability to perceive sounds by receiving vibrations through the ears.	Listening is done consciously, involving analyzing and understanding the sounds you hear.
What is it?	An ability	A skill
Nature	Primary and continuous	Secondary and temporary
Act	Physiological	Psychological
Involves	Receipt of message through ears.	Interpretation of the message received by ears.
Process	Passive bodily process	Active mental process
Occurs at	Subconscious level	Conscious level
Use of senses	Only one	More than one
Reason	We are neither aware nor have any control over the sounds we hear.	We listen to acquire knowledge and receive information.
Concentration	Not required	Required

Table 1: Difference between Hearing and Listening (Surbhi, 2016)

1.3.Types of Listening

Several comparative studies among researchers and scholars are reported for listening types and the distinction between them. The main kinds can be roughly organized into four categories. Listening for gist, listening for specific information, listening for detail, and inferential listening.

1.3.1. Essential Listening Skills

Harmer (2009, p.10) reported that listening falls into four categories: listening for gist, listening for specific information, listening in detail, and inferential listening.

1.3.2. Listening for Gist

The first type of listening is determined by who is the speaker, to whom, and the context of the conversation between the participants (listener, speaker). It displays the general meaning and the content of the conversation, what is being said and how they successfully contacted and understood their point.

1.3.3. Listening for Specific Information

The ability to distinguish between relevant and irrelevant information in familiar contexts, .not only grasp what the speaker utters and listen selectively for specific information.

1.3.4. Listening for Details

The third type of listening depends on listening for needed words to complete any task. Moreover, listening for information intends to comprehend the speaker's perspective without ignoring any information.

According to Harmer (2009, p. 84), inferential listening explores the speaker's intentions and feelings that entail inferring. We go beyond the literal meaning of what is said to understand what is meant.

1.4. Listening Comprehension in Language Teaching

Listening is a crucial skill that needs to be enhanced and acquired. The Teacher's primary concern is to play a significant part; it could be adequately taught through different exercises before and after listening to a spoken passage.

1.4.1. Stages in Listening Activities

Listening activities fall into three essential parts, as reported by (Saha and Talukdar, 2008)

1.4.1.1.Pre-Listening Stage

Pre-listening is a pre-requisite stage of listening instruction. As claimed by Rost and Wilson (2013), "comprehension is possible only when a degree of expectation is present before listening" (p. 8). It means that listening comprehension cannot take place without the pre-listening stage.

In this case, the Teacher is allowed to manage the course in a way that interests the learners. The Teacher must apply particular activities like presenting keywords, hints about the subject, or some terms related to the main topic to enable the learners to generate their ideas and convey their words into a group of categories .furthermore. The Teacher's main concern is discovering the previous knowledge or information about the topic by asking the students what they know about it. The Teacher supplies plenty of time to read and understand the main listening comprehension tasks, allowing the learners to have some ideas or recall the background of the listening content. The learners may even predict answers before listening. Hence, these techniques serve as a reference or framework by introducing previous knowledge of the listening activities.

- a) The Teacher serves as a link between introducing the topic and assessing students' background knowledge of the subject or content of the material through commenting on a picture or photograph.
- b) The Teacher's role is to activate students existing knowledge. Reading through comprehension questions in advance, working out own views points on a topic, predicting content from the title that needs to be done.

c) Clarifying any critical contextual information and vocabulary to comprehend the text.

For instance: displaying pictures, maps, or graphs may be helpful.

d) Informing students of the type of text, what they have to do, their role, and the listening purposes. (Saha and Talukdar, 2008, p. 6)

1.4.1.2. While Listening

This stage is dedicated to designing activities that suit the learner's specific needs: the learner's current level experiences and instructional objective. The purpose of listening is to perform during or immediately after listening. In planning activities while-listening some particular aspects must be considered; these are:

- Listeners should be allowed to listen to the text more than once before asking them to give written information on what they have heard. This enables them to concentrate while listening for specific purposes.
- Writing activities should be to a minimum. As comprehension is the prime target, writing would make listening more demanding.
- Listening for the gist or global activities should take place in this stage as getting the main idea, topic, setting, or summary that focuses on the text's content and forms, so listeners are guided through the text.
- Focus students' attention on the crucial elements and plenty of questions should be set up in this stage to assist them in comprehending the text. Following the route on a map, searching for specific clues to meaning, or identifying descriptions of the given pictures might be appropriate here.
- Before listening, some predicting activities must be set up, like listening with visuals, to enable students to monitor their comprehension as they listen.

- Checking off items in a list and distinguishing between formal and informal registers conducted by Teachers are examples of immediate feedback that should be given to enable students to examine or check their responses. (Saha&Talukdar, 2008, p. 6)

1.4.1.3.Post-Listening Stage

The post-listening stage is the last phase where the learners link what they heard with their prior knowledge and check the other perspective with their Teacher and classmates. (Davis & Pearce, 2013) furthermore, the learner will be able to practice different skills during this stage, like speaking, and more practice listening by interacting with their classmates and Teacher. (Renandya & Widodo, 2016, p. 119) writing a summary, reading relevant passages of the topic, practicing role-play, and reading aloud with the same subject acquiring new grammatical rules. The forming group works and opens discussion even if the topic doesn't interest a particular student .however; it will improve his capacity to learn new words and correct the pronunciation of the phrase by practicing with his colleagues. Some craft projects Post-listening activities can be used to understand and assess listening skills.

- They may create an authentic situation where students might be asked to use the knowledge gained through listening.
 - They relate to pre-listening activities, such as predicting the topic's content.
 - They may extend the topic and help students remember new vocabulary.
- (Saha&Talukdar, 2008, p. 6)

1.5.Listening Comprehension in Language Learning

According to HasanandHamouda (2000), listening comprehension can be improved by involving the learners in a suitable situation (cultural environment playing an essential role in learning listening comprehension) that allows them to acquire and expand other language skills .it is deliberately used skill in the classroom to enhance the listening outcomes of the students. However, it is hard to learn .therefore, listening comprehension not only helps

students succeed in language learning; but also boosts their comprehensible input. In other words, listening is essential for constructing the learners' level and laying the foundation for further language skills. Thus, undeniable strategies are included in listening, and the significance of listening in language learning is discussed in this section.

1.5.1. Listening Strategies

O'Malley and Chamot (1990) determined three types of language learning strategies to be used in the listening process: meta-cognitive, cognitive, and socio-affective. It contributes to decoding and internalizing any information obtained through verbal communication. Consequently, each strategy corresponds to one stage in the language-processing model suggested, in other words: the perceptual processing stage, the parsing stage, and the exploitation stage.

1.5.1.1. Meta-cognitive strategies

Meta-cognitive strategies can be regarded as self-directed learning. It refers to applying a suitable strategy for the student's successful learning. Moreover, it helps the student become self-aware of solving his problem and managing and controlling his learning capacities. It includes six primary stages: plan, check, monitor, select, revise, and evaluate. The diverse strategies contribute to establishing the student's level of listener's endeavors and can lead to better performance in different contexts. Similarly, meta-cognitive strategies occur with a series of behaviors and actions that leads to solving the problem in learning to make learning more successful and self-regulated (Oxford, 1989, p. 235). For example, in phonetic sessions, the standard issue that faces the EFL learners during the practice of listening and pronunciation in the laboratories. In this case, the learners must develop appropriate cognitive strategies in listening comprehension because, with less training, the meta-cognitive strategies will diminish.

1.5.1.2.Cognitive Strategies

It is the process of accumulating and comprehending the input in the working memory to gain access to the wanted information later. It is characterized by storing and retrieving data in both long-term and short-term memory .according to Wilson (2011), these strategies are mental activities used by the learner to accomplish an "immediate" task, which enables them to process, comprehend, store and recall the input. For instance: processing the spoken data, apprehending the terms in a different context, and storing and identifying the information (it functions as a saving package). From a broad perspective, Cowan (2008) reported that working memory could be conceptualized as a short-term storage component with a capacity limit that is heavily dependent on attention and other central executive processes that use stored information or interact with long-term memory. The relationships between short-term, long-term, and working memory could be presented in a hierarchical manner whereby in the domain of long-term memory, there exists an intermediate subset of activated long-term memory (also the short-term storage component) and working memory belongs to the subset of activated long-term memory that is being attended to (Cowan.1999,2008) (as cited in researchgate.net).

1.5.1.3.Socio-Affective Strategies

Socio-affective strategies are non-academic and boost learning by building emotional collaboration between learners and instructors (Habte-Gabr, 2006). It is considered an indirect strategy that helps the instructor regulate and control students' emotions, like reducing anxiety (Vandergrift, 2003). It changes the view of learning listening in positive conditions, increasing collaboration and cooperation between the peers (learners) to practice and use more listening techniques. So, socio-affective strategies provide a working platform that impacts language learners, asking questions to clarify, empathizing with others, and checking their understanding.

1.6.The Characteristics of a Good Listener

Listening is an essential skill for learning a language, so people spend most of their time using different listening sources to understand information and trying to develop the ability to comprehend while listening. As many researchers have pointed out, listening comprehension degree differs from one person to another and is not limited to only an intellectual minority. Nevertheless, people who possess the quality of listening and are mentally qualified can obtain listening skills by practicing .according to Williams of Wright University, learners listen to only a quarter of what they hear (Silver, 2018, para. 1). Thus, learners are not always good listeners, and this is due to several characteristics that define a good listener.

A good listener can identify topics and subjects that motivate him to learn the listening skill. The degree of motivation varies from one learner to another, depending on the field of learners' interest and the area of listening in which they excel and is open to using it. All learners of a particular language have the exact needs and interests that aim to learn to listen to a foreign language. For example, some students listen to sarcastic stories in a foreign language, while others listen to Conan's late-night show. Therefore, it depends on the motive that proceeds the learners to listen to details and increase the amount of vocabulary and comprehension outcomes. Moreover, they listen to different things differently, adapting their strategies to the text. In addition, a good listener can be determined by his success in ignoring irrelevant information and selecting relevant ones to achieve his objectives.

Consequently, they can become experts at self-monitoring. While listening, they are constantly aware of whether they achieve the task or not. They are alert to inconsistencies in their interpretations of events and try to resolve the issues by cooperating with their interlocutor or revising their interpretations.

Conclusion

Based on the presented theoretical background about the listening skill, in general, and the essential elements related to this concept, we conclude that the teachers should consider mastering listening skills an active process. Ex: Learners paying attention to the spoken details not only passive process hearing the statement of the Teacher without responding nor comprehend in listening tasks .it should be approached formally, especially in academic environments where the development of listening skills is of the essence. However, it should not be limited or poorly scoped by the instructors.

Chapter Two

Podcast

Introduction

2.1 Definition of Podcast

2.2 History of Podcast

2.3 Definition of RSS fee

2.4 The Podcasting Process

2.5 Types of Podcasts

2.5.1 Audio podcasts vs. video podcasts vs. enhanced podcasts.

2.6 Pedagogical Uses of Podcasts

2.6.1 Podcasts for innovative education:

2.6.2 Podcasts for innovative language teaching and learning.

2.6.3 Podcasts for listening comprehension.

2.7 Advantages of Integrating Podcasts in Language Teaching and Learning

2.8 Disadvantages and Challenges of Podcasts Use in Language Teaching and Learning

Conclusion

Introduction

The present chapter will present scholars' different definitions of the podcast according to some scholars' different points of view. In addition, it attempts to review the history of podcasts from their emergence and the evolution of technology in facilitating the life of students. This chapter also defines RSS and its types. Moreover, it will deal with the concept of the podcast process and pedagogical use of podcasts, where we shed light on its aspects, including Podcasts for innovative education and innovative language teaching and learning, and point out the podcasts for listening comprehension. Likewise, it will elucidate of Advantages of Integrating podcasts in Language Teaching and Learning. Besides, it will highlight podcasting advantages, including cognitive, temporal, and spatial advantages. Finally, this chapter will discuss some disadvantages of podcasts and their role in learning and teaching.

2.1 Definition of Podcast

The Podcast can be defined as a digital audio file that can be uploaded on the internet, allowing people to share and listen. It usually discusses various subjects like series, celebrity interviews, etc. More specifically, Podcast is defined as mono dialogue or dialogues between a groups of people acoustically recorded and introduced as audio blogging (the term audio blogging was known back in 1980). With the advancement of technology, people have started registering their audio clips and posting those auditory records on different sites or platforms such as Spotify.

More importantly, the process of podcasting then refers to broadcasting content that can be accessed easily by using iPods. Nevertheless, the term 'podcast' itself is mildly controversial since it privileges the Apple iPod, and interested people in the listening domain must have an iPod to listen to a podcast. However, podcasting is not restricted to the iPod or even to MP3s or portable music players. Therefore, Podcasting is not new: streaming and

downloadable audio are as old as the World Wide Web, and the Rich Site Summary (RSS) specification enabling podcasting has been around for several years. What is new about Podcasting is the ease of publication, subscription, and use across multiple environments. (Campbell, 2005; p. 34)

In attempting to be thorough, Meng (2005) defines the word podcasting as the process of capturing an audio event, song, speech, or mix of sounds. To be posted on a website or blog in the RSS feed, which allows these files to be automatically downloaded into an audio management program on a user's personal computer like iTunes or Windows Media Player. Therefore, the RSS feed will alert the user each time a new episode is uploaded or sent to be listened to at the time and location most convenient for the user (p.1).

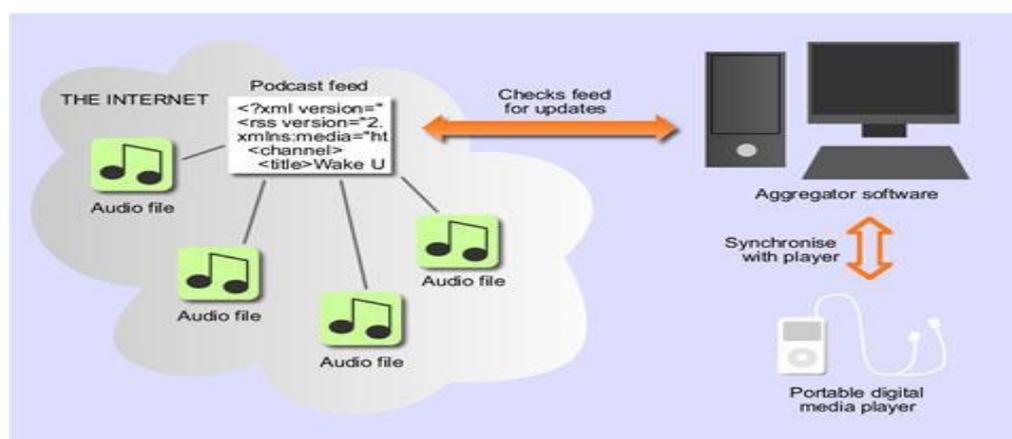


Figure 1: What are Podcasts? (Retrieved from Google pictures)

The New Oxford American Dictionary (Oxford University Press, 2005) indicates that Podcast is

A digital multimedia file was made available on the internet for downloading to a portable media player computer. The Word of the Year was designated in 2005, owing to the rapid growth in the popularity of this broadcast medium over that year (BBC, 2005).

To be thorough, the concept of Podcast combines the terms pod (i.e., from the Apple iPod) and broadcast (Oxford Advanced Learner's Dictionary, 2007). In other words, podcasts

are a series of audio and video programs on the Web that they regularly update. Learners can listen to episodes on the computer or downloaded and upload on to personal computers or mobile devices such as MP3 players or iPods (Stanley, 2006).

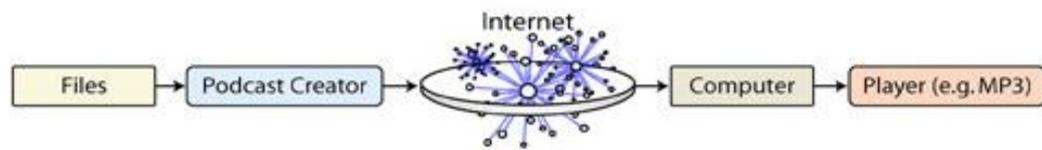


Figure 2: What are Podcasts? (Trevor, 2007)

In the same regard, Rosell-Aguilar (2007) reported that podcast is a portmanteau word, a melting pot of the words iPod and broadcast (p. 472). More specifically, Evans pointed out that the term 'podcast' combines the popular brand name ('iPod') and 'broadcast' (as cited in Farshi and Mohammadi, 2013). Nowadays, it is a general term that refers to audio or video recordings posted online or downloaded to a computer or mobile device (Kennedy, Hart & Kellems, 2011).

Furthermore, Sze (2006) adds the element of regular updates to specify podcasts as audio programs made available on the Web, usually updated at regular intervals. New record episodes are accessible on the computer or downloaded to an MP3 player or iPod for saving it later to listen to it. Although audio programs have existed on the Web for a few years already, what makes Podcasting so special is its capacity for "subscription." Listeners can "subscribe" to their favorite podcasts through an RSS feed.



Figure 3: What are Podcasts (Retrieved from Google pictures)

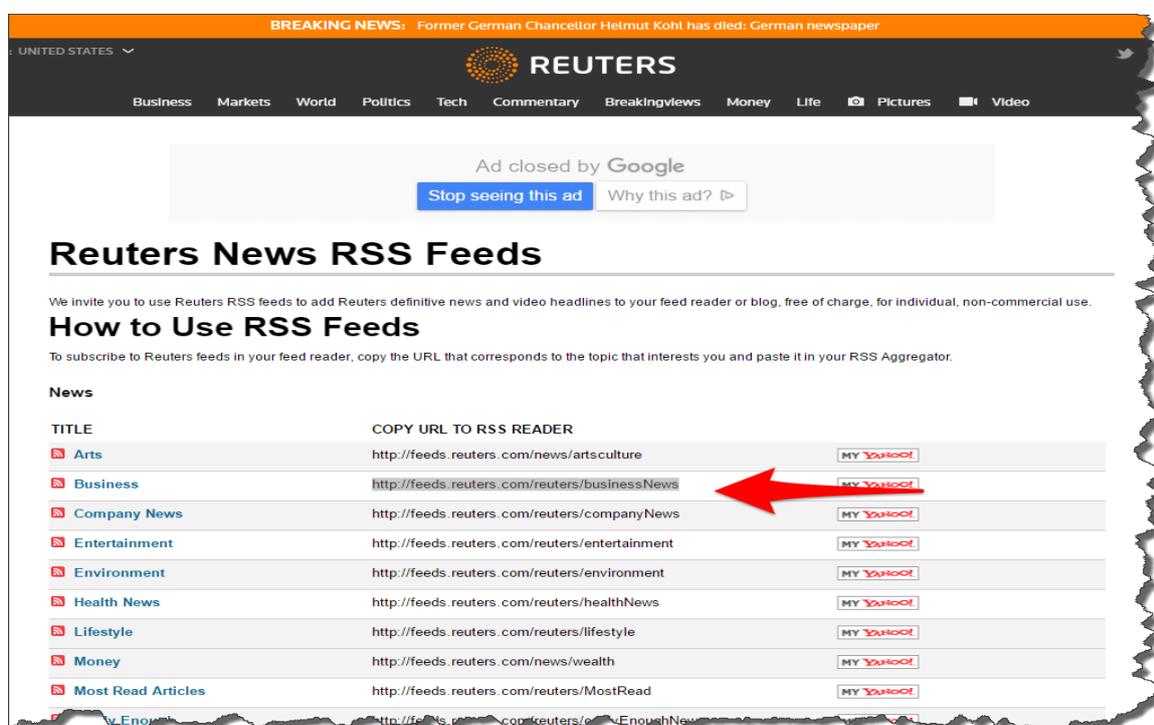
2.2 History of Podcast

The term podcast, originally back in the 1980s, was famously called "Audio blogging," as mentioned in Wikipedia (2021); during this era, with the growth of a broad range of internet users and portable digital, for instance: iPod. The term podcast was hatched and began to take hold in August 2004. Currently, there are more than 115,000 English-language podcasts at hand on the internet. Furthermore, the Guardian columnist and BBC journalist Hamersley suggested the term podcast back in February 2004. During the same year, automatic delivery and textual syncing content to portable audio players was the idea that Curry proposed in corporation with Winner. So, Podcast has become a means to share auditory content. Additionally, Trometer and Slakinski were pioneers in introducing the IPodderX application to put it into practice (Wikipedia).

Moreover, in 2005 Podcasting was considered the word of the year according to New Oxford American Dictionary. They pointed out the term as "a digital recording of a radio broadcast or similar program can be uploaded on the internet for downloading to a personal audio player." (Paul, 2009). Overall, Podcasting is an important audio material, allowing learners to embrace technologies based on entertainment systems such as portable audio players for educational experiences.

2.3 Definition of RSS fee

RSS stands for Really Simple Syndication, a rich site summary, which means sharing and transferring. It is known for its feed from websites that indicate or share. For instance, publishing an article or uploading a podcast on your favorite websites or social media that you want to read, listen to, and even share with your friends worldwide. Subscribing to the RSS feed from their websites by creating an account or following their channels enables the users to be notified and check the updates every time they post something new, whether audio or video. Hence, that is why the RSS feed is suitable for Podcasting. In addition, RSS is a collection of formats, which enable the users to check updates to the content of RSS, enabled websites, blogs or podcasts. Instead of checking websites constantly may consume too much time. Therefore, it facilitates checking new updates regularly by informing or notifying the visitor or the users. (Typically, a news story's title and synopsis, along with the originating website's name) (Coined by Dr.V.KiranKumar, BenHammersley in a Guardian article on 12 February 2004).



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Environment		http://feeds.reuters.com/reuters/environment
Health News		http://feeds.reuters.com/reuters/healthNews
Lifestyle		http://feeds.reuters.com/reuters/lifestyle
Money		http://feeds.reuters.com/news/wealth
Most Read Articles		http://feeds.reuters.com/reuters/MostRead

Figure 4: How to Use RSS feeds (Retrieved from Google pictures)

2.4 The Podcasting Process

The Podcast has become controversial owing to the rapid growth in its popularity; besides, it is easy to use and more accessible. Thus, people create podcasts to achieve different purposes. This part demonstrates the mechanism of creating a practical podcast for educational purposes and installing podcasts through several technological devices like a laptop or smart phone, a microphone, sound editing software, and an internet connection with access to a Web site. Furthermore, other equipment needs to be available. For instance, the content, the purpose also the audience (listeners or speakers) of the Podcast must be considered by the performer.

Several phases characterize the podcasting process; in the figure below, we will explain the mechanism of working for the producer. It starts with selecting the topic that falls in the field of interest or choosing the Podcast's content that the audience demands. The next step is recording it using the device tool needed (tape recording), then uploading the record file to the internet site or social media. After that, Subscribe to the content using an "RSS News Reader." Then, download the content into content management software (CMS) and finally play content on the download device or synchronize CMS with a portable media player and listen or watch (Meng, 2005). In the consumption stage, the consumer can subscribe to the website, download the Podcast, and save it on a media player device to listen to it when he needs it, whether at a different time or place.

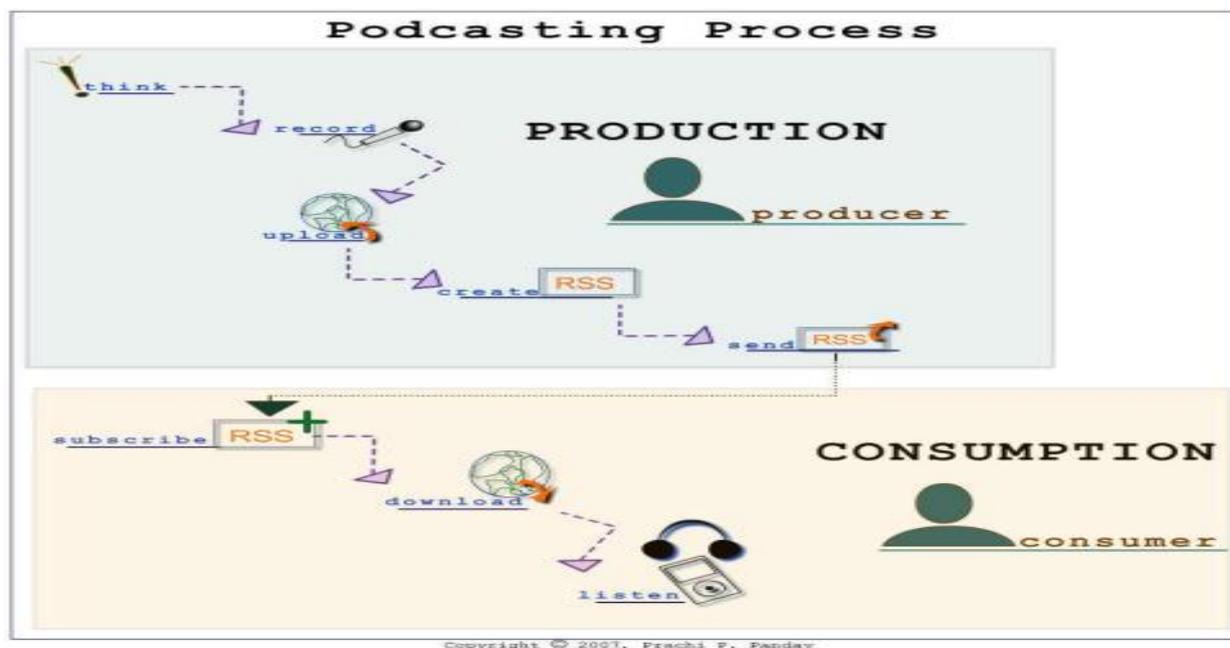


Figure 5: The Podcasting Process: as a Producer and as a Consumer (Panday, 2009)

2.5 Types of Podcasts

Podcasts have been categorized into different types relying on the various points of view taken in their rating. Based on the type of media file contained in them, podcasts are classified into three classes. First, audio podcasts: This type is usually instituted and saved in MP3 format and is the most used one among podcasters with all models of PCs and mobile media devices. Moreover, it accommodates many positive phases, including small file size, depending on the demanded length; it is also easy to produce relatively. Second, video podcasts. It is used to introduce online video content.

Nevertheless, from its outset, the word vodcast has depicted the issuance of digital media files, including video and audio content. Thirdly, enhanced podcasts, regarded as a combination of multiple synced pictures, are added to audio podcasts. It contains plenty of still photos that allow the audience to jump directly to a slideshow to view the Podcast; besides, one of the features is that users may add live URL links to Websites as well as chapter markers to skip around the podcast example: PowerPoint. More specifically, it

provides audiovisual content. Furthermore, Sze (2006) allows differentiation between the sources of the Podcast and distinguishes radio podcasts from independent podcasts.

2.5.1 Audio podcasts vs. video podcasts vs. enhanced podcasts

The most common type of Podcast is the audio Podcast, which consists of only sounds. They are the easiest ones to create, unlike the other types, which only need microphone, recording, and editing software.

Of the three types, audio podcasts occupy small space for storage to be downloaded on a portable or static device. A wide range of formats of audio podcasts can be available (Koenen). The MP3 format is the most commonly used one .as for the type of video podcasts files, including aural and video materials, often defined as vodcasts and vodcasting (De Waard et al.). Playing such a software project requires large-sized devices that can create large documents or carry an ample space in the storage; for instance, you can create a large project mixed between audio and high-resolution video on the PC. Video podcasts are more complicated, time-consuming, and, therefore, relatively more expensive to create. Due to this, one might need the following supply: digital video cameras available in various formats, prices, and output qualities, and one for recording videos. MP4 is the video format podcasts are often available in. (Salmon & Edirisingha, 2008, p. 23)

2.6 Pedagogical Uses of Podcasts

The Podcast was initially invented to convey personal information and other purposes such as news, storytelling, and sports commentator. Nevertheless, it was adopted by the instructor's circuit for its various benefits, .as well as the educators realized its prospects for fostering teaching and learning (Adams, 2006, Warlick, 2005 as found in Sze, 2006, pp. 115-116). Countless researchers indicated that this novel technological tool could be utilized in various ways in the field of education, in general, and language learning and teaching and listening comprehension, in particular.

2.6.1 Podcasts for innovative education:

Scutter et al. (2010) claim that "podcasts could be utilized for the provision of complete lectures, short or additional explanations of difficult concepts, explanation of what an assessment requires to be accomplished, and feedback on assessment tasks" (pp. 180-181). Furthermore, as stated by Copley (2007), podcasts could be integrated to convey course lectures to supplement traditional courses. This innovative technology has another artistic use that could be of students' creation, for sharing learning experiences with others. By doing so, students can promote different skills like researching, writing, speaking, problem-solving, time management, attention-grabbing, and vocabulary improvement. As cited in Sze (2006), there are some other possible ways of using podcasts in educational areas, as proposed by the Office of Information Technology (2006).

Additionally, Copley claimed that podcasting technology could be viewed as a new way of teaching and empowering the interest of various teachers and researchers. Using podcasting technology, teachers can effectively provide their students with valuable instructions and enhance the learning process (p. 65). In other words, the new advancement had forced teachers to select new methods and educational materials that generate the learners' productivity. For instance, students get bored with written papers in the lectures; to save time and focus with the teacher, they might record the lecture and keep it to listen to later. Thus, Podcasting usually simplifies the process of learning and teaching. It encourages creativity and collaboration in the classrooms and teaches effective communication skills. Students have the privilege of the subscription to download different audio clips or favorite topics automatically on their devices (Lee and Chan, 2007).

Durbridge (1984) reported that the pedagogical features of audio over printed media demonstrate that the spoken word can affect cognition by adding clearness, meaning, and motivation, transmitting a sense of the person uttering those words straight away. More

specifically, Britain et al. (2006) have researched to investigate a suitable type of Podcast that allows the students to accomplish their daily tasks. They concluded that students' predilections for audio podcasts synced with PowerPoint and vodcast format. The finding was that students would prefer the podcasts to the other formats, perhaps because they could listen to them while dealing with other tasks.

Ramli (2017) points out that podcasts pave the way for learners to study independently and can be easily downloaded, shared, and even edited, granting learners more control and ownership of their learning (p. 190).

2.6.2 Podcasts for innovative language teaching and learning

Many researchers have debated that podcasts can be effective language learning and teaching tools. Thus, Fehennig (2017) has applied podcasts as a strategy and has found that "students return to the classroom in better moods, more focused, and more likely to participate in discussions" (p. 31). The increasing use of podcasts and multimedia tools among faculty has guaranteed positive feedback and become controversial. It facilitates the rapid spread and has become more widely accepted and currently used in the curriculum. In addition, it contributed to motivating teachers inside academic institutions to find solutions to teach foreign languages to students besides publishing courses easily, and podcasts can assist teacher preparation. Salas and Moller (2015) reported, "The incorporation of multimedia tools within the learning environment enhances student performance and teaching practices. Of this end, the learning environment and teaching practices work in Tandem" (p. 76).

According to Aguiar et al. (2009), using podcasts for pedagogical purposes has various aspects of learning language, from listening to passages to summaries of lectures. Moreover, it diminishes the effects of introverting, perception of visualizing homework assignments and providing a guideline, vocabulary review, and engaging in native speakers' interviews platforms. From a broad perspective, Podcast is viewed as a reliable teaching

resource; podcasts aim to work as another learning resource. On top of that, it is used as a teaching instrument that has an immediate influence on its ability and success. Hence, podcasts have a significant impact among many teachers as a teaching resource .that simply means when students have success with podcasts and reap the benefits, only if teachers succeed in implementing podcasts in their studies. To sum up, countless teachers realized the advantage of Podcasting concerning opportunities for dynamic amelioration of classroom teaching and learning processes. They regarded it as a dynamic paradigm of educational development.

2.6.3 Podcasts for listening comprehension

Vandergrift claims that Listening comprehension plays an essential role in language learning. He considered that listening is not a passive activity but a complex, active process in which the listener must distinguish between different sounds and understand vocabulary and grammatical structures (Vandergrift, 1997). In addition, implementing the Podcast in the teaching method has contributed to opening new chances in the context of language learning. Panday conducted countless research (2009) it displays that audio content facilitates memory retention three times as effective as text. A message could be transmitted directly to the listener's heart and brain across the auditory dimension of Podcasting, for instance: intonation and vocal expression.

Moreover, a personal touch, which could express various senses, emotions, feelings, and tonal variations, could be added to an audio message in a way that cannot be attained with a textual message (p. 256). Similarly, Stanley (2006) pointed out that podcasts provide a wide range of odds to the language teachers and learners for extra listening inside and outside the classroom. Furthermore; students can be motivated to download episodes of Podcast and listen to them ultimately to fulfill their assignments and homework as well as it is suggested that Podcast play a major part in English learning; they offer the learner opportunities to get

access easily to authentic listening sources of any topic reaching their benefits. Furthermore, teachers can apply Podcasts as a basis for listening comprehension exercises, as a method of building conversation relying on students' reactions to podcasts, and as a means of providing each student with diverse listening materials. (Kavaliauskiené, 2009)

2.7 Advantages of Integrating Podcasts in Language Teaching and Learning

According to Gray (2017) "New technology always has a heavy impact on education, and podcasting is no different" (p. 1). After the advancements of technology these previous decades, relying on this new technology tool has contributed to reaching numerous pedagogical features.

- Podcasts are electronic devices motivating and easy to access at anytime and anywhere besides public tools. In the same vein, podcasts provide access to a large amount of authentic input to varying quality teaching materials with different approaches to language learning. In addition, they can support language learning with various learning styles, explained grammar points, repeated new expressions and vocabulary items, enabling language learners to practice listening and pronunciation, and exposing them to the various cultures of the target language. (Rosell-Aguilar, 2007, p. 485)
- Podcast as an authentic material provides a source of information about the usage of language. (Rayan, 1997; as cited in Rosell-Aguilar, 2007, p. 477)
- Podcasts possess many advantages through enhancing inclusivity and pertinence to the learning society, diminishing isolation which may induce anxiety and spatial neglect, and decreasing feelings of introversion resulting from distance learning. (Lee & Chan, 2007)
- Evans (2008) reported that Podcasting technology values easiness 'of learning at any time or place.' In other words, it is related to two main factors: space-time and "where

learners can often take advantage of unexpected free time since they often have their devices with them." (p. 492)

Lawlor and Donnelly (2010) claimed that podcasts had proven their effectiveness in the educational process beyond any doubt and, in some cases, have even exceeded learners' expectations. The main advantage of podcasts is that they can be used repeatedly to review lectures, enabling learners to gain information. Hence, learners can replay podcasts more than once to memorize the minor details in the lectures, which they may ignore when playing them the first or second time. One of the benefits of podcasts is that it free students from the constraint of taking notes, which may cause some of them to get distracted and lose focus. Khechine, Lakhal, and Pascot (2013) determined podcasts' cognitive and spatial advantages and temporal advantages (Figure 1.3). Cognitive advantages refer to the mental process and emotional experience while listening to podcasts. Cognitive characteristics were summarized into four parts: learning, performance, understanding, and anxiety. Moreover, The second category related to the capability of students to manage time and select an appropriate place to follow the course afforded by Podcasting; and the spatial advantage of podcasts lies in the mobility offered by audio recordings and the accessibility of podcasts at any time.

Fox (2008) listed other pedagogical advantages that could be applied by using podcasts in learning and teaching. First of all, podcasts give learners the advantage of learning at the speed that suits them, and this benefit is widely accepted by those who find it difficult to understand the lecturer's tone or students who are not fully proficient in the language of the lecture to the degree that gives them a quick understanding of its content. Learners seldom lose any information when lectures are presented in a continuum since they have another chance to catch up with their classmates and not fall behind. This is very important, especially for students of related programs, to improve their level and professional status. Secondly, they present a valuable chance for disparity degrees of participation in

interaction and proffer student engagement that boosts effective and deep learning based on currently accepted cognitive theories. Therefore, one of the most essential features of podcast files is the ability to customize lessons according to specific learners within a large group. The way to activate this feature is to provide podcasts as additional scientific material to the main study program. Podcasts also receive special attention for those with low educational attainment and people with special needs.

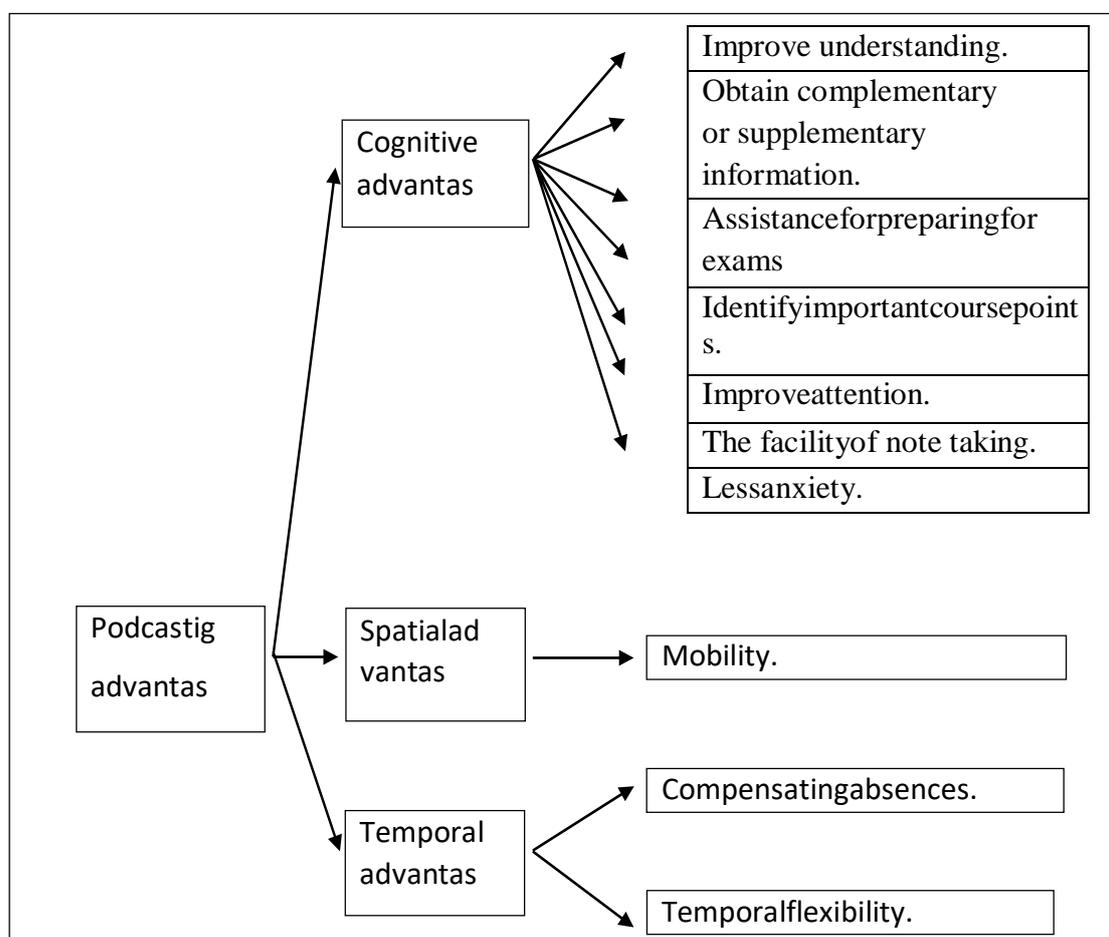


Figure 6: Podcasting Advantages (as cited in Khechine, Lakhali, and Pascot, 2013, p. 141)

2.8 Disadvantages and Challenges of Podcasts Use in Language Teaching and Learning

Even though podcasts have been used as a pedagogical tool in teaching in recent decades, teachers have considered them an effective means of teaching students because of their education benefits and guaranteed best outcomes for students. However, the

disadvantages of Podcasting cannot be ignored. The absence or lack of social and interpersonal interactions was one of the most cited disadvantages by participants. This result was confirmed by several empirical studies criticizing Podcasting for favoring unidirectional communication (Fichter, 2006; Lane, 2006). According to the contributors of the current study, unidirectional communication takes place in several forms and assumes various meanings. Indeed, the learners showed this disadvantage based on three axes: the absence of visual support, the lack of interactions between the participants, and social neglect.

Figure 1.5 below demonstrates the disadvantages that could be created from depending on podcasts in learning and teaching, which can be divided into four aspects as asserted by Khechine et al. (2013) demotivating factors, lack of social and personal interactions, technological issues, factors and classroom session proceeding besides temporal factor.

The first one refers to the demotivating factors, including absenteeism, distraction, excess flexibility, and lack of motivation. Absenteeism was reported to be the most significant barrier that restricted the use of podcasts in the educational scope. Excess of flexibility. A disincentive factor results in not listening to the recorded content. They are given a choice because they have complete control over whether they listen or not. Distraction can prevent students from not fully concentrating and can cause damage by losing motivation and encouragement as a result of the phone ringing or people interrupting seduction to do other activities. The last factor relates to the fact that listening to podcasts could be demotivating and may result in isolation, particularly for those who were used to studying in an environment where learning is reinforced by the presence of other people who shared the same experience—interrupting seduction to do other activities. The last factor relates to the fact that listening to podcasts could be demotivating and may result in a feeling

of isolation. Particularly, for those who used to studying in environment where learning reinforced by the presence of other people who shared the same experience.

Moreover, the disadvantage to the fourth section is the classroom session proceeding. First, the podcast content loses track of the professor's discourse concerning the presented slides. Second, the length of podcasts should not override more than fifteen minutes, and avoid repetition of the subject matter, which may result in boredom; so, students shorten in listening to an audio recording.

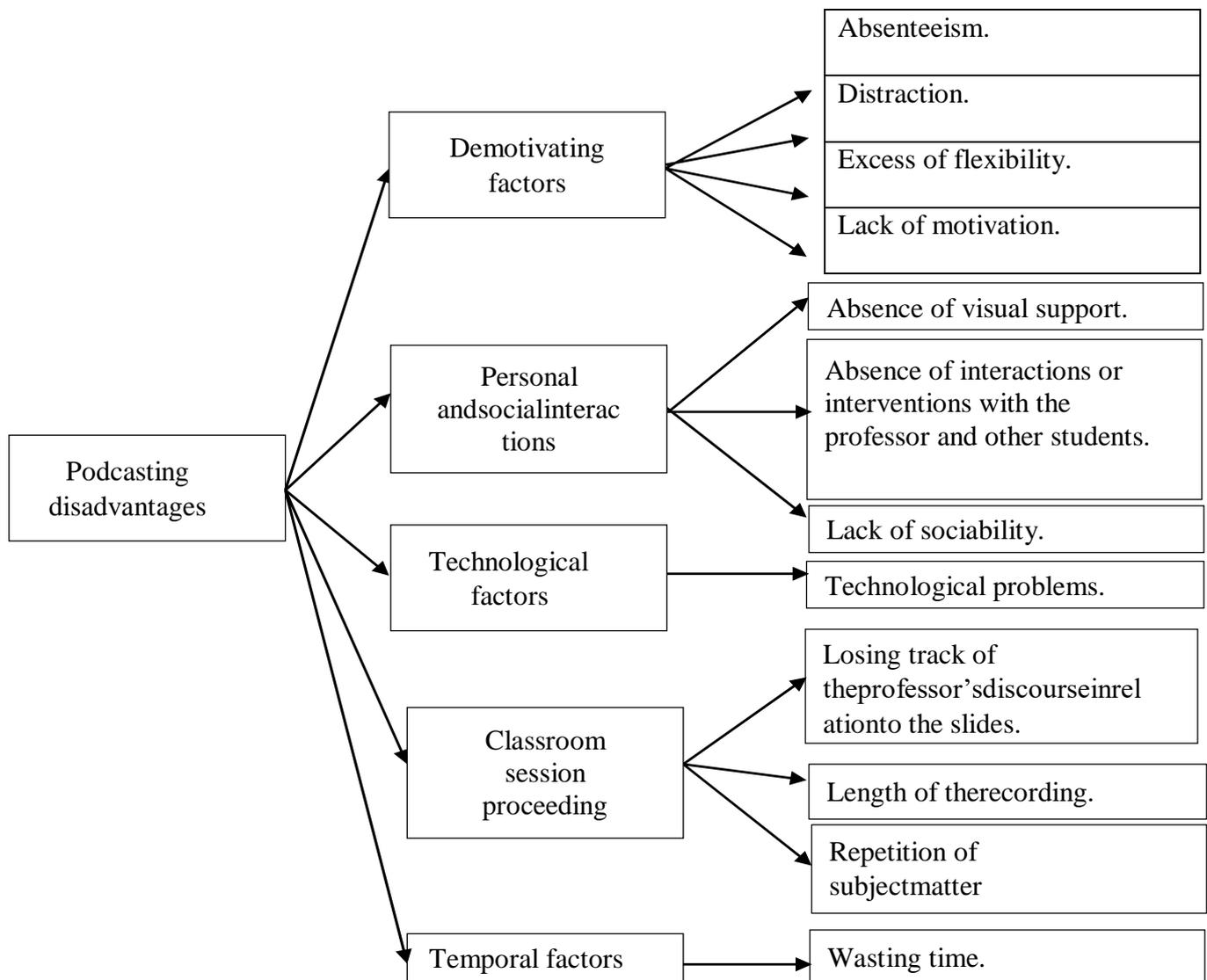


Figure 7: Podcasting Advantages (as cited in Khechine, Lakhali, and Pascot, 2013, p. 141)

Conclusion

History of Podcast and the emergence of new technology and credit to this substitute way of teaching in language learning and teaching as a means of helping students and teachers and consider it as a significant source, also enabling the students to learn (in different circumstances) when and where they want and find rich sources of authentic input. It highlighted its definitions from different perspectives. In addition, identifying its types, purpose, and different audio, video, and enhanced types and the possible ways it could be used. Further, we pointed out elements that characterized it, the potential benefits of this tool in spreading entertainment in the learning environment, and the challenges of enhancing self-reliance in learning, encouraging EFL students to depend on themselves in learning, and fostering their listening comprehension skills. Finally, its advantages in helping academic institutions convey study materials worldwide, and it helps with interactive learning, especially when used in conjunction with video conferencing.

Chapter Three

Fieldwork and Data Analysis

Introduction

3.6 Research methodology: Theoretical Background

3.6.1 Research approach

3.6.2 Data collection method

3.7 Sample and Population

3.8 Aims of the Questionnaire

3.8.1 Description of the student's Questionnaire

3.9 Analysis of Students' Questionnaire

3.9.1 Interpretation and discussion of questionnaire results:

3.10 Teachers' Questionnaire.

3.10.1 Interpretation and discussion of teacher questionnaire.

Conclusion

Pedagogical Recommendation

Limitation of the study

General Conclusion

Introduction

The current chapter presents the fieldwork of the study and the analysis of the obtained data, which investigates the impact of using the Podcast as a strategy to enhance students' listening skills. Initially, this chapter is subdivided into two sections, starting with a rationale of the selected methodology components: research approach, research design, data collection methods, data analysis procedures, population, and sample. The second section attempts to provide an analysis of students' and teachers' questionnaires and a discussion of the findings for the sake of finding out an answer to the research questions and examine the hypotheses of whether the use of podcasts has an impact on second-year students' listening skills followed by the analysis of the results.

3.1 Research methodology: Theoretical Background

The current section aims to argue the theoretical background concerning the selected research methodology to accomplish the present study .furthermore; it discusses the research approach, research strategy, data collection methods, sampling technique, and the data analysis procedures.

3.1.1 Research approach

This study selected a descriptive method to investigate the effect of using podcasts to enhance students listening skills. In addition, the research approach was relevant to the nature of the study.

Nachmias and Worth-Nachimas (2008) reported that the qualitative approach is an "attempt to understand behavior and institutions by getting to know the persons involved and their values, beliefs, and emotions" (p.257) (as cited in Godman 2011). Based on this approach, we wanted to discuss the participants' and teachers' opinions and perceptions concerning using Podcast as a strategy to enhance students listening skills.

3.1.2 Data collection method

The data collected from the student and teacher questionnaire samples are analyzed through topical analysis by examining and registering patterns within the data. It is performed by giving a meaningful explanation on the pertinent subject from the responses of the teacher's experience and the student's background about listening skills. It may use quotes from the respondents' answers. As initial research, the questionnaire was targeted to sample students and teachers to elicit practices and attitudes toward using podcasts for learning English. The student's questionnaire was obtained from 46 respondents who answered the form, while a teacher's questionnaire was submitted to 9 teachers of oral expression.

3.2 Sample and Population

Second-year LMD students of English at Mohamed Kheider University of Biskra make up the entire population of the present study. From a total population of two hundred fifty-five (255), forty-six (46) students were selected based on a simple random sampling technique to represent our population because of the difficulties they face with the listening comprehension in the oral expression module in addition to their low comprehension of native speakers. Furthermore, another reason behind this sample selection was that they have poor background knowledge of listening comprehension, and they consider listening to a passive skill. More specifically, listening skills are not much applied in oral expression courses regardless of the benefits provided to students. Nevertheless, they need new techniques to facilitate their understanding of listening and change students' view of listening as an active skill that helps them acquire other skills. In addition, the role of listening comprehension has great merit in learning a language that is integrated with the podcasting tool for developing other EFL learning skills.

3.3 Aims of the Questionnaire

This questionnaire is directed to second-year LMD students at the Division of English At the University of Biskra. We purposely decided to select second-year students (from a population of 422 students) because we noticed that despite their experience in listening, they still face some difficulties listening, mainly because of a lack of practice in the labs and another reason is that teachers can not apply ICT tools in their oral expression because of the faculty syllabus teachers have limited number of sessions prescribed in the curriculum that need to be accomplished. We have selected randomly a sample of 46 students who have been chosen from many groups while having answered in the Google form software program. Thus, all answers were given back

3.3.1 Description of the student's Questionnaire

The questionnaire comprises 19 questions to determine the most common problems students experience in their learning of listening to English. It is divided into three sections they are as follows:

Section One: This section is entitled, General Information (Q1-Q4). It consists of three questions aiming to gain personal information about students, such as their age, gender, and whether their level of English is excellent or fair, as well as how they acquire their English language skills at or outside the school.

Section Two: The second is about, listening comprehension in EFL learning (Q5-Q13). It investigates the significant role of listening in the EFL learning process. It sought to elucidate whether students consider listening as an active or passive skill from their perspective. Furthermore, Q6, Q7 and Q8 concerning with the main application of audio material outside the classroom as well as the kind of user device, the audio topics that interest the students, and the benefits that they bring to students, for instance: learning listening comprehension,

acquiring new vocabulary and listening to native speakers. In **Q9**, students are asked about their views concerning the effect of listening to English speakers in developing their language proficiency. **Q10** checks how students evaluate their listening abilities and how much content they usually comprehend from a typical listening. **Q11** Is designed to allow students to express their problems or difficulties they come across during a listening task. **Q12** and **Q13** are seeking to check the frequency of being taught listening comprehension and the method that teachers introduce a listening comprehension lesson

Section Three: (Q14-Q19). It is about listening to podcasts. It seeks to gain insight regarding podcasts' prominence in improving listening skills by scouting their practices and preferences. It focuses more on determining how often students use ICTs in their learning and their stand on the usefulness of ICTs in assisting their learning process. It also seeks to check students' previous background knowledge of podcasts. Finally, **Q16** is about exploring recognizing the amount of time students spend when listening daily to Podcast and the length of each episode; in **Q17, Q18, and Q19**, the main endeavor is to answer two points: are the students relying entirely on Podcast as a useful tool for fostering their English listening abilities also is designed to discover students' preference regarding the topics and genres of podcasts.

3.4 Analysis of Students' Questionnaire

Section one: General Information

Question 01:Gendre :

Table 2: Participant's Gender Distribution

Responses	participants	percentage
Female	26	52,2%
Male	20	47,8%
Total	46	100%

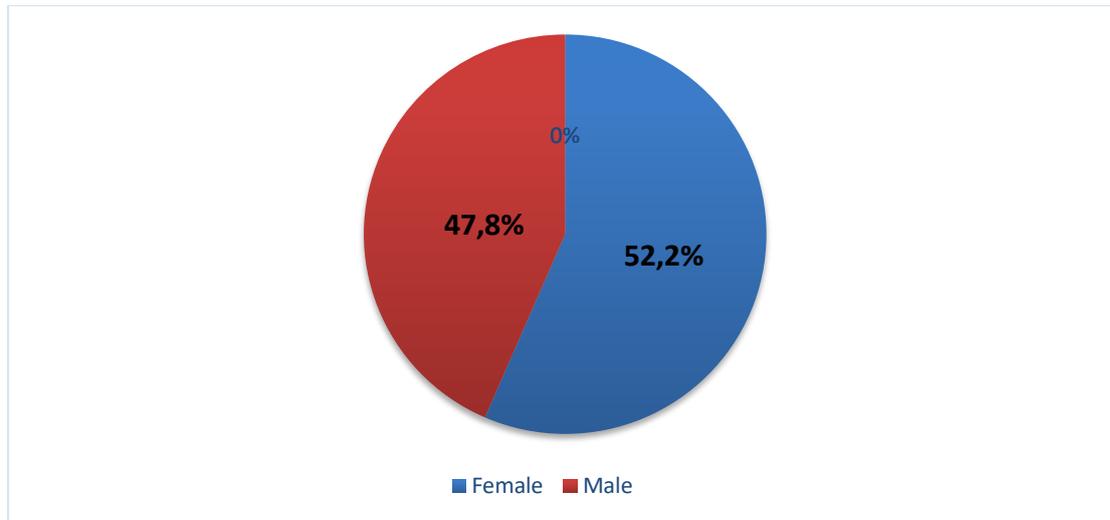


Figure 8: Participant's Gender Distribution

The main reason that the number of females predominant the number of males was because females had a propensity to learn foreign languages. Moreover, it signified that females are more interested in learning English as table 3.1 displays that the number of females was 26 (52,2%) and the number of males was 20 (47,8%). It was seen that most second-year LMD students were females; this means that the desire to learn English as a foreign language for female students is more than for male students.

Question 2: Age

Table 3: Participant's Age Distribution

Years	Participants	Percentage
19-25	40	86%
25-30	6	14%
more than 30	0	0
Total	46	100%

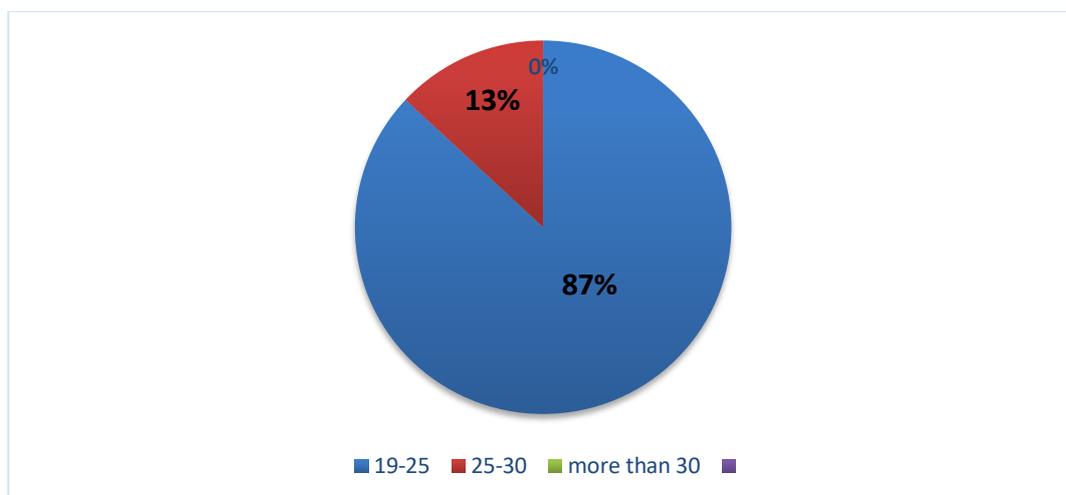


Figure 9: Participant's Age Distribution

Table 3.2 indicated the diversity in ages ranging from nineteen to twenty-five. The vast majority of students are aged between 20 and 25. However, six students (14%) are from 25-30 years old; they are the minority. These results demonstrate the tendency of many youths to learn English as a foreign language. More specifically; it means the majority are eagerly young's, motivated, and even are familiar with the new apps and social media that facilitate learning the language.

Question 3: How do you acquire your English language skills?

Table 4: Participant's Acquisition of English

Responses	Participants	Percentage
At school	28	60,5%
Outside the school	16	32,6%
Both	2	6,9%
Null	0	0
Total	46	100%

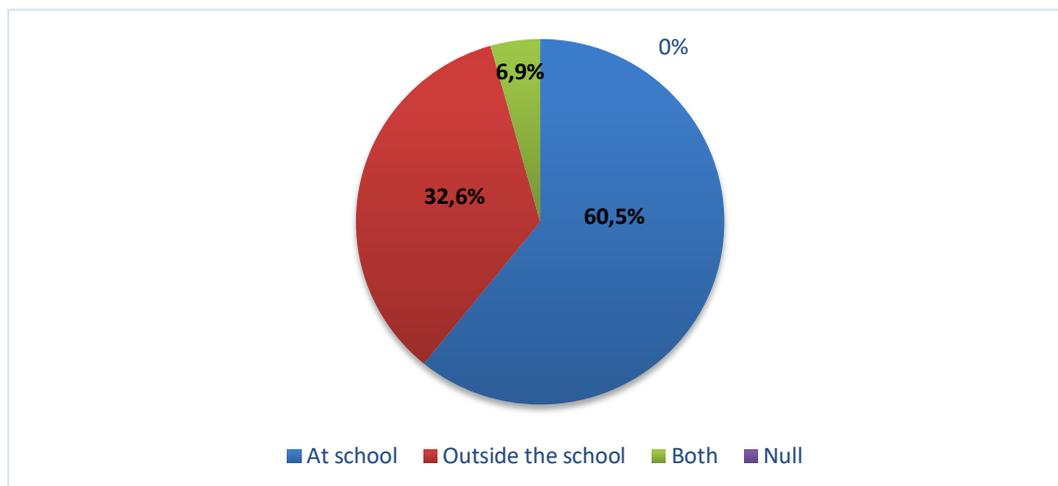
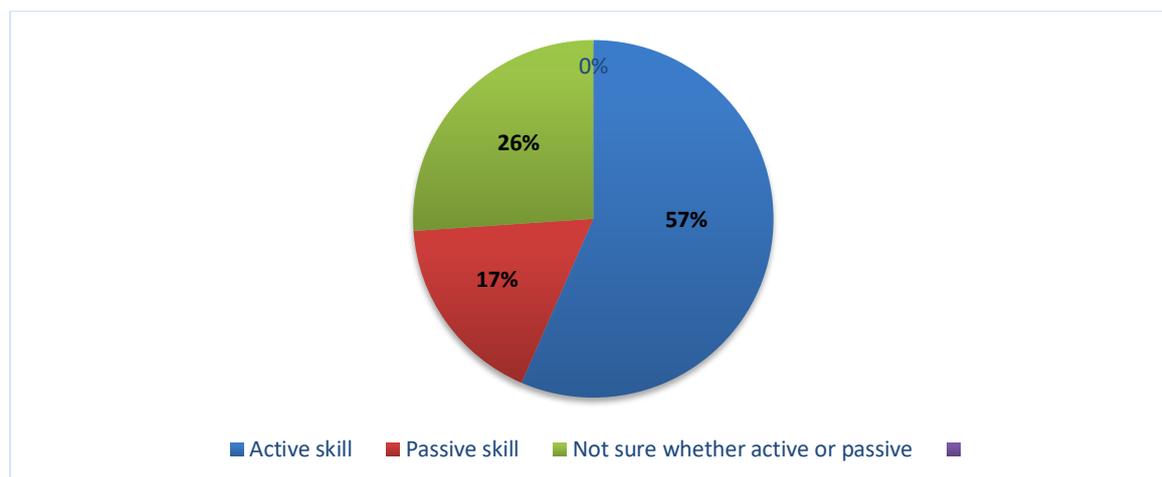


Figure 10: Participant's Acquisition of English

We aimed from this question to know if EFL students acquire language inside or outside the classroom in their daily life. According to the results displayed in the figure, (60.5%) of students replied that they acquired language at school, and (32.6 %) of the students acquired language outside the classroom. However, only (6.9%) of them claimed that they learned language both inside and outside the classroom. To illustrate more, most EFL students have their first experiences learning a language in a classroom setting. Whether that's high school, it means learning English was compulsory. Classroom education also tends to give students a well-rounded experience that includes speaking, reading, writing, and listening, reflecting well on the language level. Nevertheless, at some point in their life, other students took learning the language as a hobby without a specific purpose. Also, they used different sources such as the encyclopedia or other books, journals, sites, or articles without relying on the school syllabus.

Section two: listening comprehension in language teaching:**Question 4:** Do you consider listening as a/an?**Table 5: Student's Opinions about Listening**

Responses	participants	percentage
Active skill	26	55,8%
Passive skill	8	18,6%
Not sure whether active or passive	12	23,3%
Total	46	100%

**Figure 11: Student's Opinions about Listening**

EFL Students had various opinions on whether listening is an active skill or passive. It represented 26 students of the significant total (55.8 %). However, most responses centered on the idea that listening helps them to be more attentive , acquire unlimited vocabulary, improve their pronunciation, and overcome tongue-twisting; it means helping them to enhance their speaking besides justifying their answers with " actually, In another word, I consider listening as a key feature in a student's since it allows you to be more engaged with your colleagues and enables you to be more perceptive with listening inputs and speaking whether in your study or your personal life ".in addition, students who viewed listening as a

passive skill (18.6 %) justified their answer that "...when practicing listening, we do not produce anything, effortlessly, and receive the utterances and understand it." moreover, (23.3 %) represented the students that could not categorize whether listening is active or passive and that's because they did not know the difference between the choices above.

Question5: How often do you listen to materials in English (audio or video) outside the classroom?

Table 6: Frequency of Students' Listening Materials

Responses	participants	percentage
Always	25	54,3%
Often	8	17,4%
Sometimes	12	26,1%
Rarely	1	2,2%
Never	0	0
Total	46	100%

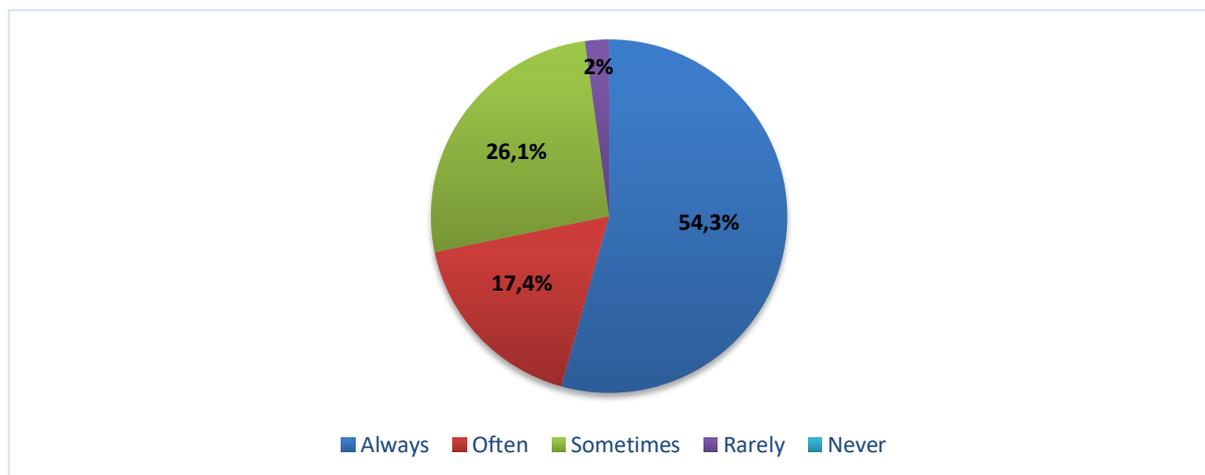


Figure 12: Frequency of Student's Listening Materials

As presented in Table 3.6, (54.3 %) maximum of students claimed that they "sometimes" listen to materials in English outside the classroom. In comparison, approximately half of

EFL students answered "Sometimes" listen to those English materials deemed (26.1 %) respectively. In addition, the minority of EFL students stated that they "often" listen to English materials represented only (17.4 %). Nevertheless, only one student answered with he rarely listened to English language materials (2.2 %). Noticeably, these findings expressed that most EFL students listen to materials in English. Considering Listening as a substantial skill in English language learning .moreover, they are interested in what they listen to, whether it is authentic text audio, straightforward content, or complex, thematic level of listening input and its adequacy.

Question 6: When you listen to such English materials, do you listen for?

Table 7: Reasons for Listening to Materials in English

	Pleasure	Gathering information about specific topics?	Acquiring the target language	All the above
Frequency	17	11	4	14
Percentage	37%	24%	9%	30%
Total	46(100%)			

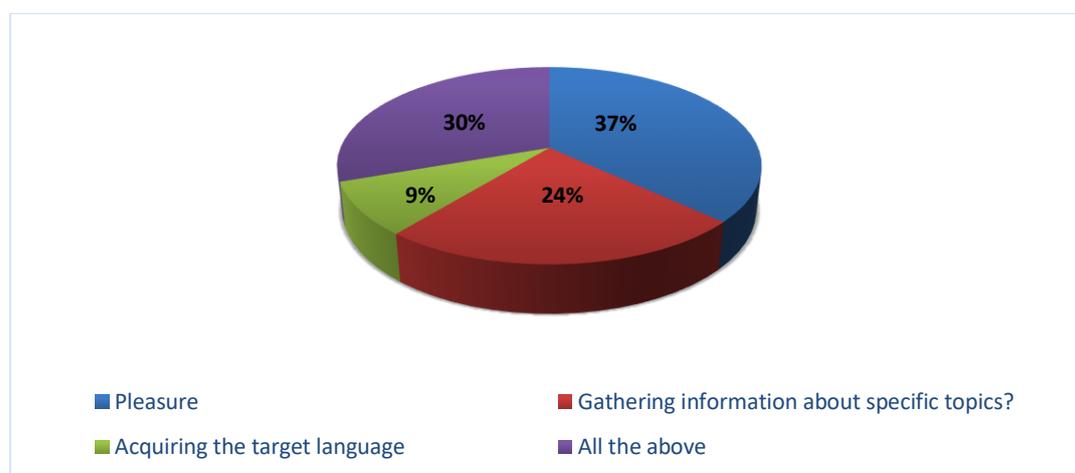


Figure 13: Reasons for Listening to Materials in English

Almost 17 EFL students agreed that listening materials are for pleasure. Students usually look for a comfortable environment far from a negative situation such as anxiety; students can create an entertaining atmosphere to encourage them to study in better circumstances. While it could help them feel re-energized and motivated if they're getting bored, .for instance, calming music can help the students feel more relaxed if they're nervous about an upcoming test. Thus, it could be said that students know the importance of listening to English speakers in fostering the language learning process. Furthermore, 14 students stated that they use materials for (Pleasure, Gather information about specific topics, and Acquire the target language).as indicated in the table. 11 EFL students used English materials to gather particular information about specific topics. The remaining 4 students indicated listening to English language material to acquire the target language.

Question 7: When you listen to materials in English, what players do you usually use?

Media Players Used by Students in Listening

Table 8: Media Players Used by Students in Listening

	A cell phone	A PC	An iPod	An Mp3 player
Frequency	30	10	4	2
Percentage	60%	28%	8%	4%
Total	46(100%)			

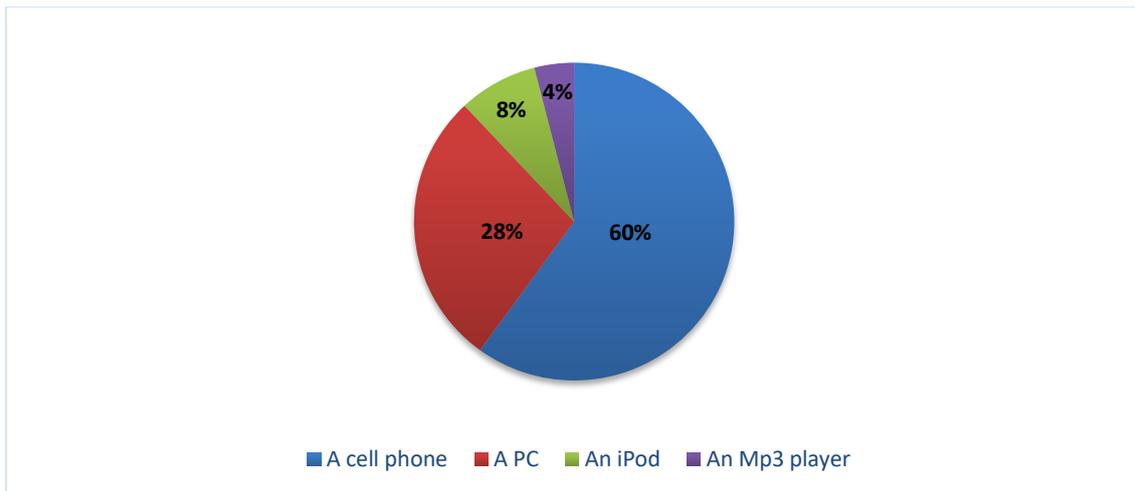


Figure 14: Media Players Used by Students in Listening

Which is logical if we consider that students' mastery of technology tools applications is relative, whereas Cell phones constitute the most used device by students for listening to materials in English, with 60% opting for them? However, PCs came next with 28% used devices for listening. While iPod was chosen by 8% of other students, and Mp3 players came the last as one of the less used devices by only two students 4%.

Question 8: As an EFL student, do you think listening to English speakers helps you develop your language proficiency?

Table 9: Students' Beliefs about the Role of Listening in Developing Language Proficiency

Responses	participants	percentage
Yes	43	93,5%
No	0	0
Not sure	3	6,5%
Total	46	100%

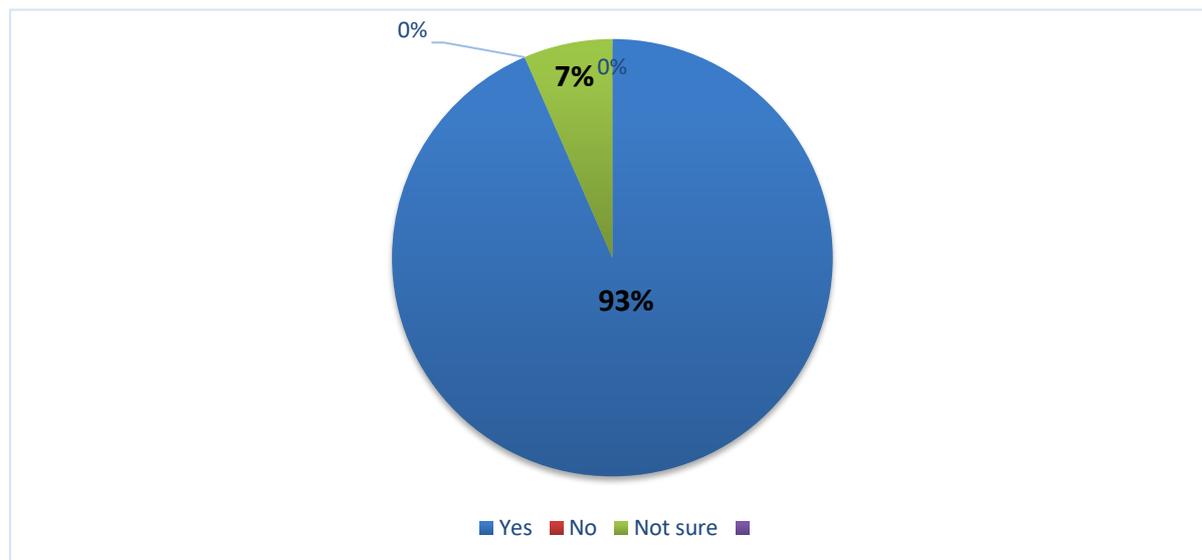


Figure 15: Students' Beliefs about the Role of Listening in Developing Language Proficiency

The findings indicated that 93,5% of EFL students stated that listening to speakers helps them promote their language proficiency; they answered with "yes," while 6,5% of other students answered "no." In the same vein, the students' answered that we could not neglect the crucial role of listening skills in language learning. Also, the new advancements in education allowed students to listen to different subjects. So, students listening skills had improved by listening to audio speakers also to become more proficient in English; one of the students had justified the substantial role of listening in promoting the English language «students should depend on the basic skill which is listening to that allows the students to build their accurate language because without interaction between the participants (listener, speaker) the English outcomes will be so limited" so, without listening skills there is no communication achieved as well listening to speakers has a vital part in as it helps students to master pronunciations, word stress, and new vocabulary. Moreover, teachers have a major role in teaching learners strategies and how to apply them to the listening task.

Question 9: How do you evaluate your English listening abilities?

Table 10: Student's evaluation of English listening abilities

Choices	participants	percentage
Very good	11	23,9%
Good	25	54,5%
Average	10	21,7%
Poor	0	0
Total	46	100%

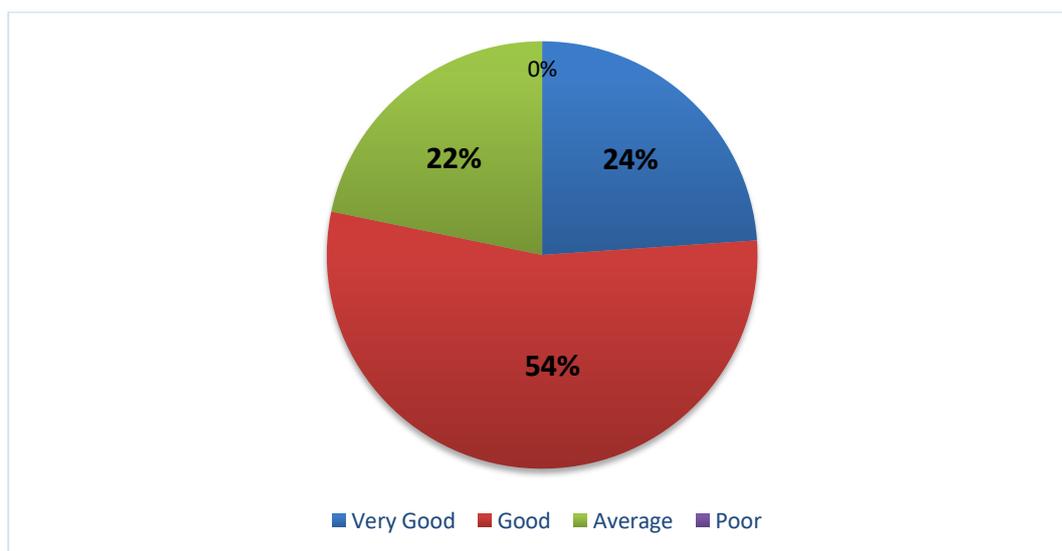


Figure 16: Students' Evaluation of English Listening Abilities

The presented finding investigated students' evaluation of English listening abilities. Twenty-five students deemed that they had a good level; they represented 54.3%, whereas 11 students represented 23.9% and considered their level very good. In addition, according to the table above, ten students selected the "average" choice, and they represented 21.7%. based on the student's analysis, English listening abilities could be assessed and evaluated mainly by the teacher. However, intelligent students could be self-evaluated because they can use students

based -ratings to assist them with their evaluation .for instance, every student can assess their listening ability, and always there is a disparity between the students. It means the level of listening differs from one to the other. Hence, to evaluate students' listening skills, some activities need to be applied to check their listening abilities, such as: examining their listening under certain aspects like checking their capability to understand the speedy delivery of the speaker's utterances, attention, and memory that's some factors that can boost and evaluate the students listening abilities.

Question 10: What problems do you encounter during listening?

Table 11: Problems Encountered by Students during Listening

Choices	participants	percentage
Speed of delivery of the speaker	16	34,8%
Colloquial expressions	3	6,5%
Pronunciation	7	15,2%
Attention and memory	11	23,9%
All of the above	3	6,5%
No problems at all	6	13%
Total	46	100%

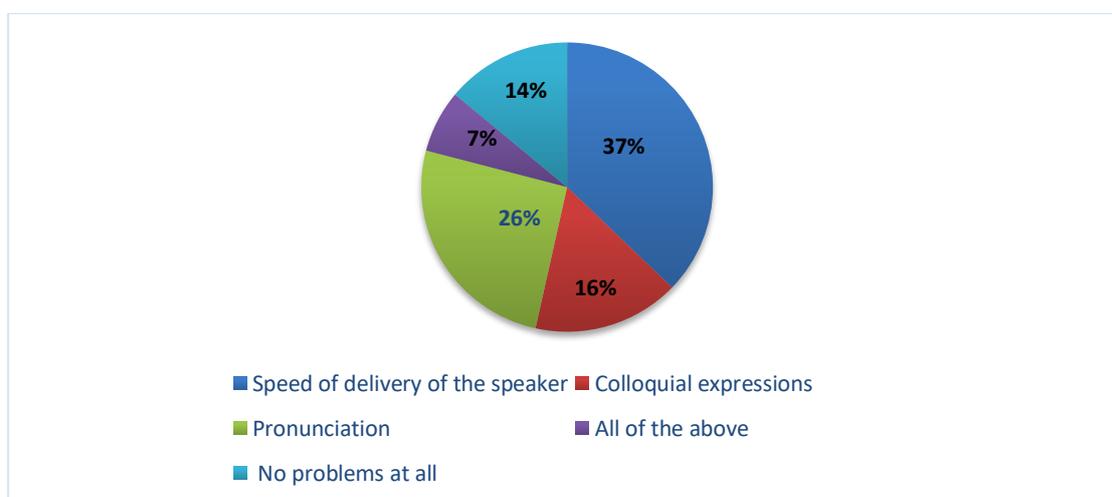


Figure 17: Problems Encountered by Students during Listening

Results obtained indicate that students deal with various problems while learning English. This table indicated that 16 EFL students (34.8%) affirmed that they had problems with the speedy delivery of the speaker that can cause a lack of grasping the presented information from the speakers; one student said, «When the speaker was rushing during a conversation I cannot understand the content of the subject». While 11 EFL students (23.9%) stated that they had issues generating their storing memory and they suffered from an absence of attention to the important details or vocabulary. As a justified by students «It is because that I am not a native speaker to understand every single word or maybe I will not able distinguish between some words like how they are pronounced». Furthermore, 7 EFL students (15.2%) said that they had problems with their pronunciation "To being able to talk the same like the native speakers, I mean talk faster without committing mistakes and with the best pronunciation". So, a lack of practicing pronunciation severely affects students' communicative competence. Besides, their performance became weaker, so a lack of practicing pronunciation can decrease students' self-confidence, affect speakers' credibility and estimation of listeners and reduce social interaction between students and teachers. In addition, six students (13%) answered that they had no problems. On the other hand, three students (6.5%) claimed they had issues with colloquial expressions, meaning that students cannot understand the informal slang while listening.

Question 11: How often does your teacher present a listening comprehension lesson?

Table 12: Students' Accounts of Listening Comprehension Lessons Proceedings

Choices	participants	percentage
Twice a week	6	13%
Once a week	17	37%
More than once a month	6	13%
Less than once a month	17	37%
Total	46	100%

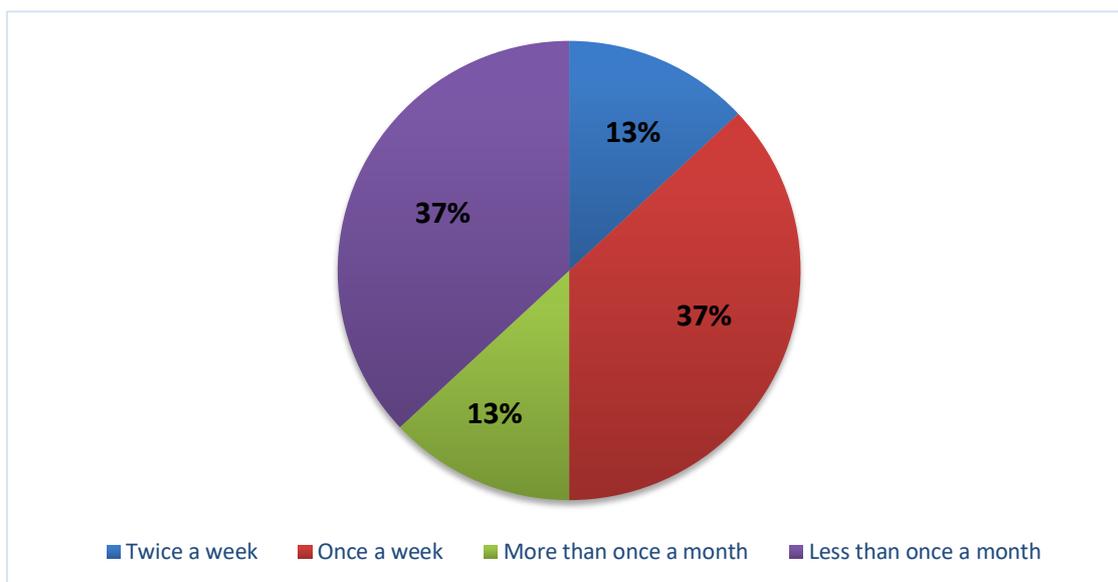


Figure 18: Students' Accounts of Listening Comprehension Lessons Proceedings

From the results in the table above, we noticed that 17 EFL students (37%) agreed that teachers presented four sessions per month. In the same vein, other 17 EFL students (37%) indicated that the number of sessions that teachers present a listening comprehension is poor, only one session per month. Moreover, the difference is an average of four monthly sessions between the first and the second sample. While these opinions may reflect teacher practices, they are also different among students attending the same class, suggesting that students may not regularly attend all lessons. In addition, EFL six students (13%) had chosen twice a week while the other 6 (13%) agreed that teachers presented more than once a month. Students considered listening as the most difficult language skill to learn after speaking skills. Thus, concerning teaching EFL students, listening comprehension has been frequently emphasized. So, many students had to be aware of its significance in their classes and put a lot of potential into acquiring listening skills.

Question 12: How does your teacher present the listening comprehension lesson?

Table 13: Students' Accounts of Listening Comprehension Lessons Proceedings

Choices	Participants	Percentage
Introduces the topic, tells you to listen, and then asks questions.	26	63%
It tells you to listen directly and then asks questions.	12	26,1%
Instructs you to listen only	8	10,9%
Total	46	100%

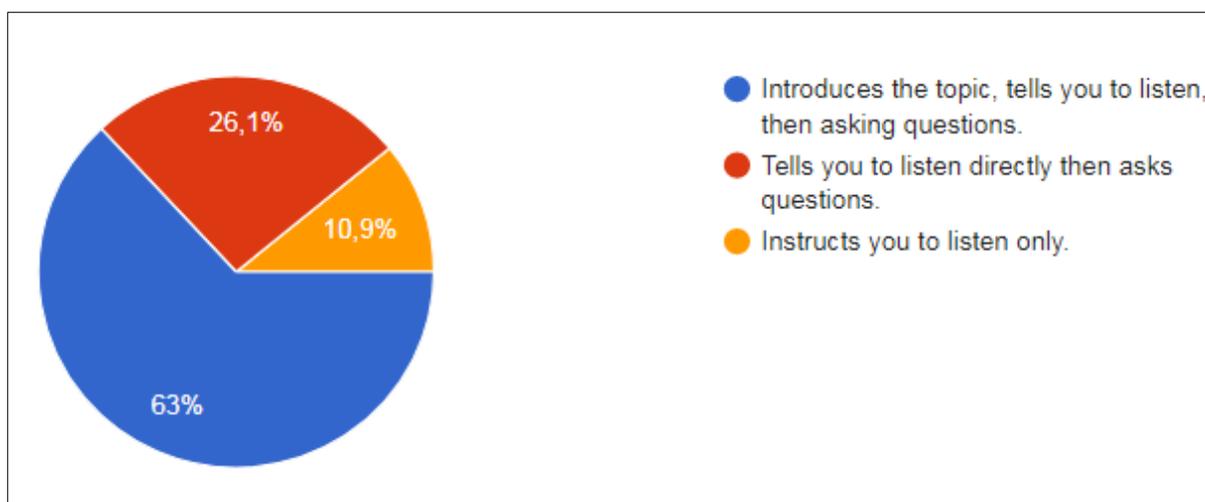


Figure 19: Students 'Accounts of Listening Comprehension Lessons Proceedings

This question aimed to discover the prevalent procedures in teaching listening comprehension and test students' familiarity with them. The answers tabulated above show that most of the EFL students (63%) stated that their teacher presented a listening comprehension lesson to introduce the topic, inform the students to listen, and then ask them questions. In contrast, EFL students (26.1%) said that their teacher presented a listening comprehension lesson by ordering them to listen directly than asking questions. Only (10.9%) of students indicated that their teacher instructs them to listen, revealing that they may not be familiar with the lesson procedures.

Section Two: Listening to Podcast

Question 13: How much do you think that ICTs are helping in your learning process?

Table 14: Students' Beliefs about the Contribution of ICTs to the Learning Process

Choices	participants	percentage
Very much	18	39,1%
Somehow	24	52,2%
A little	4	8,7%
Not at all	0	0
Total	46	100%

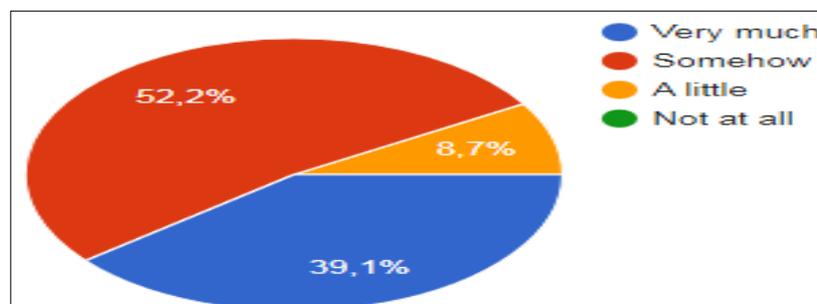


Figure 20: Students Beliefs about the Contribution of ICTs to the Learning Process

The current table represented the EFL student's highest percentage of about 24 (52.2%) responded that they somehow considered ICTs a helpful tool in their learning process. On the other hand, 18 students (39.1%) qualify ICTs as handy tools in their learning process. Only 4 EFL students (8.7%) responded that they considered it a little useful tool for the learning process, and no one considered them as not helpful at all. Hence, Second Year students know the importance of ICTs in enhancing learning. In addition, the positive influence of ICT use in education has not been proven, which is why many students still depend on traditional language learning methods. The influence of ICT use on student achievement remains difficult to measure and opens too much reasonable debate as well as students who usually use ICTs tools at home also use them in school more frequently and

with more confidence than other colleagues who have no ICTs access in their houses. Hence, in the light of this study, students can decide the appropriate way that helps them in the learning process, while other students have concluded that using ICTs can boost learner autonomy for certain modules. For instance, some EFL students depend on ICTs learning, whether online books, articles, or other downloaded sources, rather than relying on the teacher's explanation during the sessions.

Question14: Do you know about Podcasts?

Table 15: Students' Familiarity with Podcasts

Choices	participants	percentage
Yes	43	93,5%
No	1	2,2%
Not sure	2	4,3%
Total	46	100%

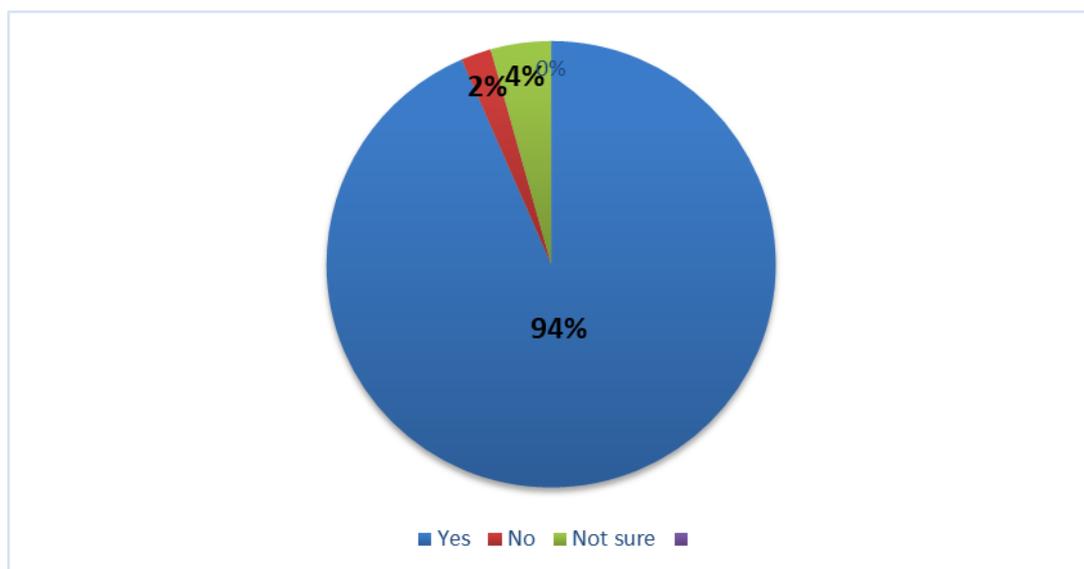


Figure 21: Students' Familiarity with Podcasts

This table indicated the highest percentage, which represented 43 (93,5%) of students who pointed out that they are familiar with Podcast Nevertheless, just one student confessed that he did not know about Podcast only recently. The findings showed that two students (4.3%) are unsure about podcasts. Hence, we concluded that Podcast could have a place with the university community because they became genuinely popular among students and offered them a new way to engage with listening activities without requiring their physical presence.

Question 15: How often do you listen to podcasts?

Table 16: Frequency of Listening to Podcasts

Choices	participants	percentage
Every day	5	10,9%
More than once a week	11	23,9%
Once a week	9	19,6%
Rarely	18	39,1%
Never	1	2,2%
Total	46	100%

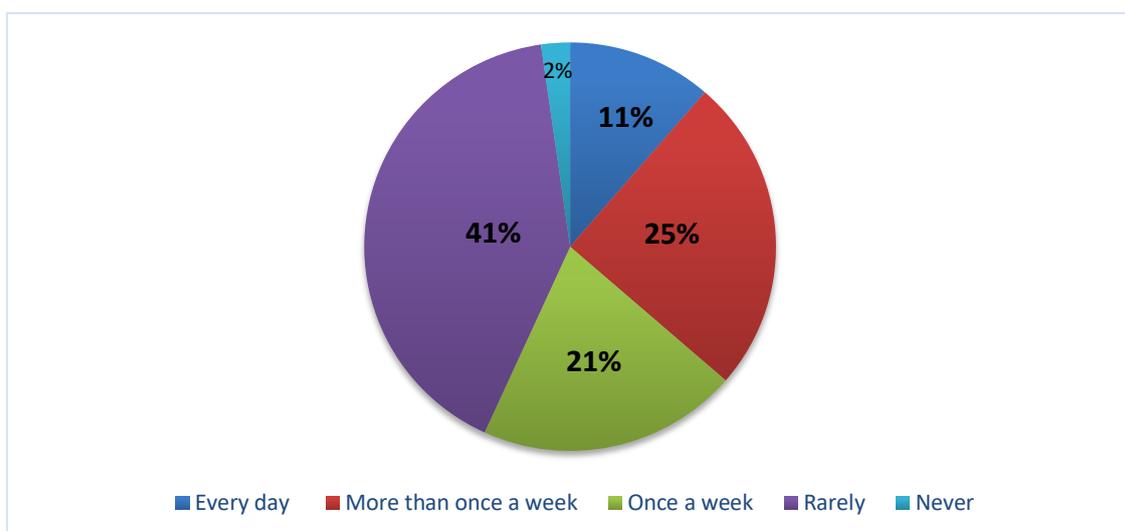


Figure 22: Frequency of Listening to Podcasts

Results are obtained for frequent and infrequent uses of podcasts for listening to materials in English. 39.1% of students answered with they rarely listen to podcasts. However, 11 of the students 23.9% are used to listening to podcasts for listening purposes more than once a. But, 9 of students 19.6% listen to podcasts once a week. Only one student answered that he never listened to Podcast. Overall, teachers might not recommend using their students' podcasts because they are unaware of their benefits in their learning listening process. Students might miss using it only for entertaining purposes and get distracted from the target listening activities.

Question 16: How much time do you spend listening to podcasts, if at all?

Table 17: Time that Students Spend When Listening to Podcasts

Choices	participants	percentage
1 hour (s)	10	21,7
30 minute (s)	18	39,1%
Less than 30 minute (s)	18	39,1%
Total	46	100%

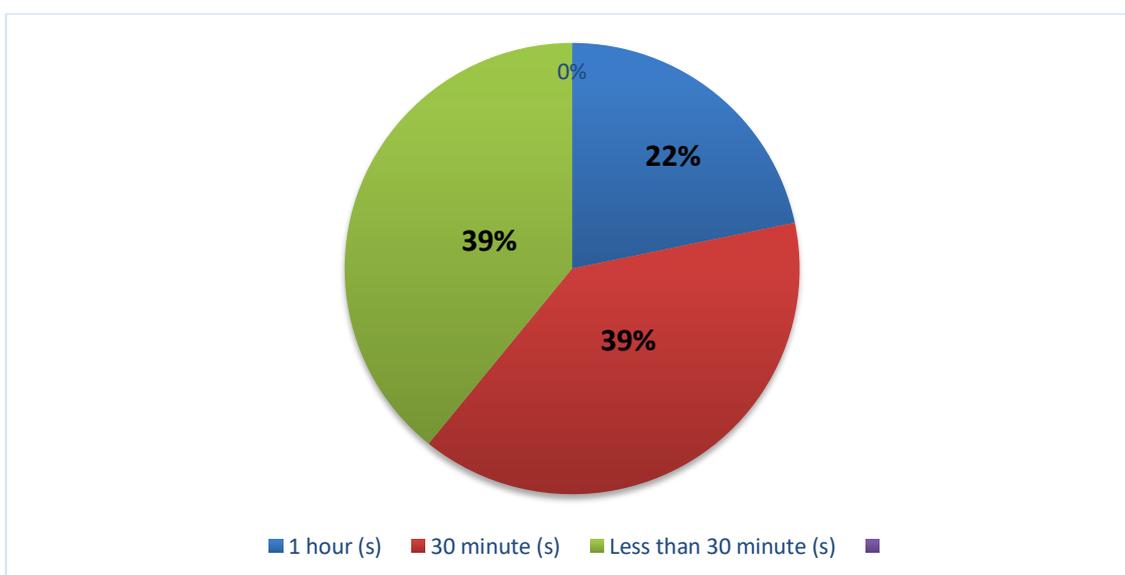


Figure 23: Time That Students Spend When Listening to Podcasts

Equal results are obtained for students who spend 30 minutes or less than 30 minutes, and approximately 10 minutes to 15 minutes while listening to podcasts is 39,1% for each sample. At the same time, 10 students agreed to spend 1 hour listening to the Podcast. In addition, this finding displayed the diversity of students using podcasts for only a short amount of time and the reason that students might get bored or lose concentration if a podcast episode is more than 20 minutes.

Question 17: Do you think that podcasts are useful tools for enhancing your listening skills?

Table 18: Students' Opinions about Strength of Impact of Podcasts on Enhancing Listening Skills.

Choices	participants	percentage
Strongly agree	20	42,6
Agree	20	42,6
Neutral	4	8,6
Disagree	1	2,1
Strongly disagree	1	2,1
Total	46	100%

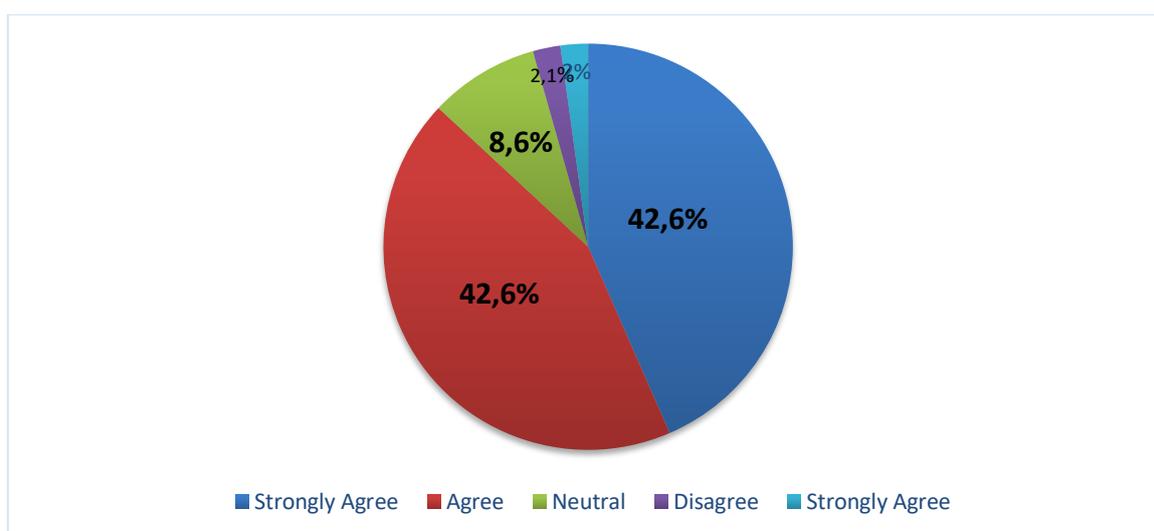


Figure 24: Students' Opinions about Strength of Impact of Podcasts on Enhancing Listening Skills

This question aimed to check students' awareness of the role of listening to podcasts in developing their listening comprehension abilities. Most students (42.6%) either strongly agreed or agreed that podcasts are essential for boosting their listening skills. 8.6% were neutral to the suggestion, and 2.2% did not consider podcasts central to improving their listening skills; only two students answered either disagree or strongly disagree. based on the Students' answers, who agreed and strongly agreed with the role of Podcast in their listening abilities; explained their choices as follows:

-Podcast is a pedagogical tool that enables the learners to acquire listening comprehension. The Teachers must rely on teaching and listening to accomplish the needed 4 skills: writing or speaking, reading most important and listening. You cannot learn how to pronounce vocabulary, correct grammar mistakes, or speak fluently without listening.

-Listening to podcasts enhances our vocabulary knowledge; besides, it is an excellent way to learn how to pronounce certain words.

-It enables the listener to enhance his fluency and improves his accent, especially when listening to a native speaker of the targeted language.

-Podcasts are helpful because they help me pay more attention to details by starting to use my imagination to fuse myself with the topic.

-It helps gain new vocabulary, native speakers like expressions, and the appropriate use of certain expressions. Also, it develops your knowledge about different topics with different arguments and ways of presenting them.

-It allows you to be in contact with the language, making your brain adapt.

-As a skill, listening requires a lot of practice to be proficient. While there are multiple forms of audible material out there, podcasts provide intuitive and natural conversations between

people, which is rarely the case in other scripted media. I found that this quality keeps me engaged as the direction of the discussion is unpredictable. Podcasts also tend to expose me to new subjects and raise interest in topics that i believed i had no interest in.

-For EFL students, listening to podcasts can help to develop the listening skill such as being familiar with the different English accents and understanding the words' meaning with different speed delivery listening to podcasts makes you a better listener; it is like a brain training that makes the language easier to understand.

-Podcasts are useful because they allow you to listen and speak because the person who introduces the podcast episodes is a 100% native speaker. Here you learn maybe some words or concepts that are new to you, even the pronunciation, like how they speak certain words.

-Listening to podcasts makes you a better listener; it is like brain training that makes the language easier to understand. Besides, podcasts help with expanding vocabulary knowledge and pronouncing words correctly.

-By listening to podcasts, we'll develop our listening skills, learn the accent we want to learn, and learn more about intonation and stress in words and sentences.

-Personally, the best to learn any language is by listening. Regarding podcasts, they provide different topics, and the more you listen, the better you recognize words and their meaning alongside proper pronunciation.

-We all know that native speakers speak so fast that EFL students will only be able to understand them through podcasts; they help you take the melody of the English language and make you speak and understand it with complete comfort and get used to it quickly.

-I benefit greatly from listening to podcasts because that helps my ear get used to the language. Also, you can get new vocabulary to rich your writing.

-I think that podcasts are valuable tools for enhancing listening skills by taking part in attention and making a part of memorization.

Question 18: Which topics do you listen to so often?

Table 19: Students' Preferred Podcasts Topics

Choices	participants	percentage
Sport	10	22%
Politics	3	6%
Literature	6	13%
Science	5	11%
Art	4	9%
Culture	7	15%
Health	2	4%
Do-it-yourself	9	20%
Total	46	100%

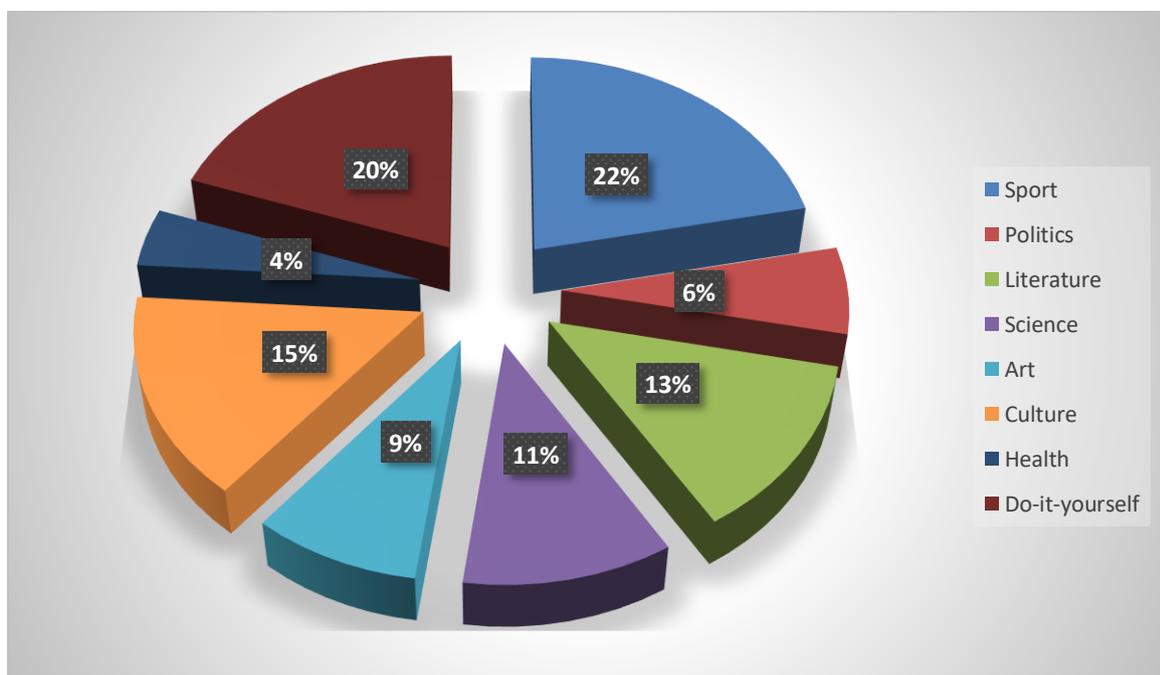


Figure 25: Students' Preferred Podcasts Topics

Sports podcasts came in the first position, with 22% of the students preferring them. Meanwhile, students considered listening to native commentators contributed an effective way to accelerate their learning listening process. However, 7 students answered they used other kinds of podcasts about culture (15%); other students chose literature (13%). Followed by sciences Podcast (11%) as the preferred topic for students .however; other topics such as Art and politics were selected at lesser degrees, with a little less than 9%. The other 6% chose the least preferred topics are related to health (2%) and varieties such as series and comedy (0.5%). In addition, a quiet number of students 20% agreed they prefer to do it alone.

3.4.1 Interpretation and discussion of questionnaire results

The questionnaire was designed to collect data on the impact of podcasts on students' listening process. The researcher tried through the EFL student's answers to depict the relationship between the implementation of podcasts in students listening activities .in addition, and student's familiarity with podcasts. The questionnaire analysis enabled us to come up with the following findings. Student's answers showed much positiveness about the learning listening process as we could see in Q5 were 55.5% that they explained that most students consider listening as an active skill; furthermore, it could be said the second-year students are aware of the importance of listening and the vital role in their learning process and as one of the for language skills.

The questionnaire interpretation made us notice the students' awareness of the importance of listening in Learning EFL. Consequently, they follow different strategies to work through listening tasks and overcome the difficulties they face in improving their listening pronunciation and understanding the other speaker's accents. Moreover, from the results of this questionnaire, we indicated that listening to materials in English as part of listening comprehension in the English department is carried out very frequently by students.

All in all, the students' answers reflected the impact of podcasts in EFL learning listening as an effective method. Besides, it exposed that students are familiar with podcasts. Furthermore; regarding the question concerning knowing the students' opinions on the use of podcasts in language learning, it was deduced that students held positive views about their use of Podcast in their learning process and suggested using this ICT device in their future listening tasks for fostering their listening skills and that what was asserted according to the students from answering the question 18.

3.5 Teachers' Questionnaire

Teachers' Questionnaire. Taking into account the research question that targeted teachers' feedback about the impact of using Podcasts as a strategy to enhance students listening skills, a questionnaire was conducted to obtain the respondents' feedback.

More specifically, the main endeavor is to answer the research question, «What would be the teachers' attitudes towards the implementation of the podcast to increase students listening skills." In this respect, it was divided into three sections. The first section highlighted the teachers' general information, targeting their qualifications, teaching experience, and the grades they teach. The second section focused on teachers' teaching in oral modules and common obstacles that might face students throughout their studies especially listening. It highlighted the tools' usage and their degree of satisfaction concerning the used assessment methods

The last section tackled the teacher's implementation of podcasts in the oral module. Moreover, the extent to which the Podcast can contribute to enhancing the students' listening comprehension was the central theme of this section. Further, it inquired if they had used podcasts before to foster the students' listening outcomes.

Section One: General Information

Question 1: Would you specify your educational level?

Table 20: Displaying Teachers' Educational Level

Choices	participants	percentage
BA(License)	0	0
MA(Master)	1	11,1
Magister	5	55,6%
Doctorate	3	33%
Other	0	0
Total	9	100%

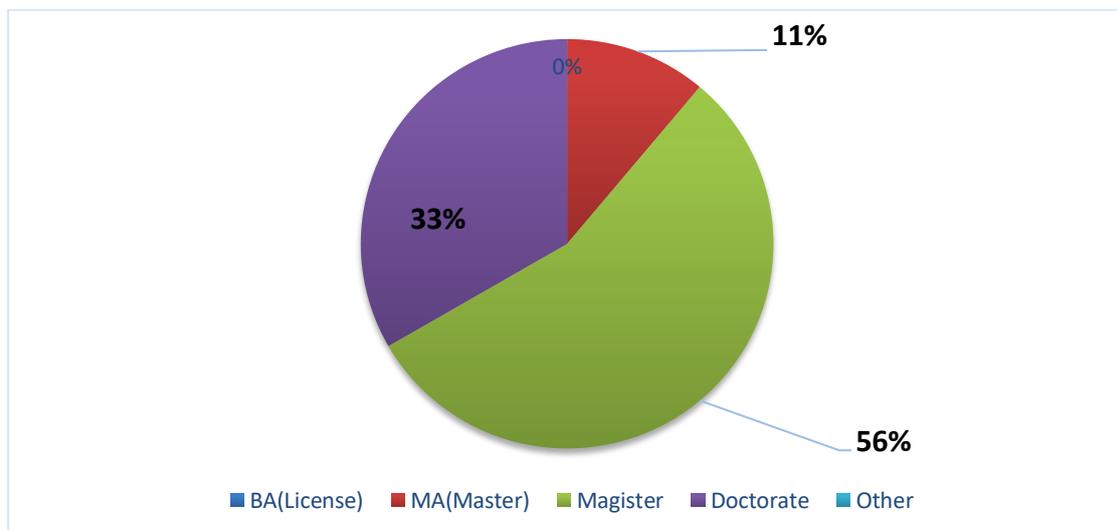


Figure 26: Displaying Teachers' Educational Level

This question was designed to know teachers' levels. Answers showed that our teachers' qualifications differ to include 5 teachers who hold a Magister degree; whereas one teacher holds a master's degree and 3 other teachers hold a doctorate diploma. From these findings, we noticed the diversity of the educational level among the respondent teachers.

Question 2: How long have you taught English at the University Level?

Table 21: Displaying Teachers' Experience

Choices	participants	percentage
1-5	2	22,2%
6-10	3	33,3
More than 10years	4	44,5%
Total	9	100%

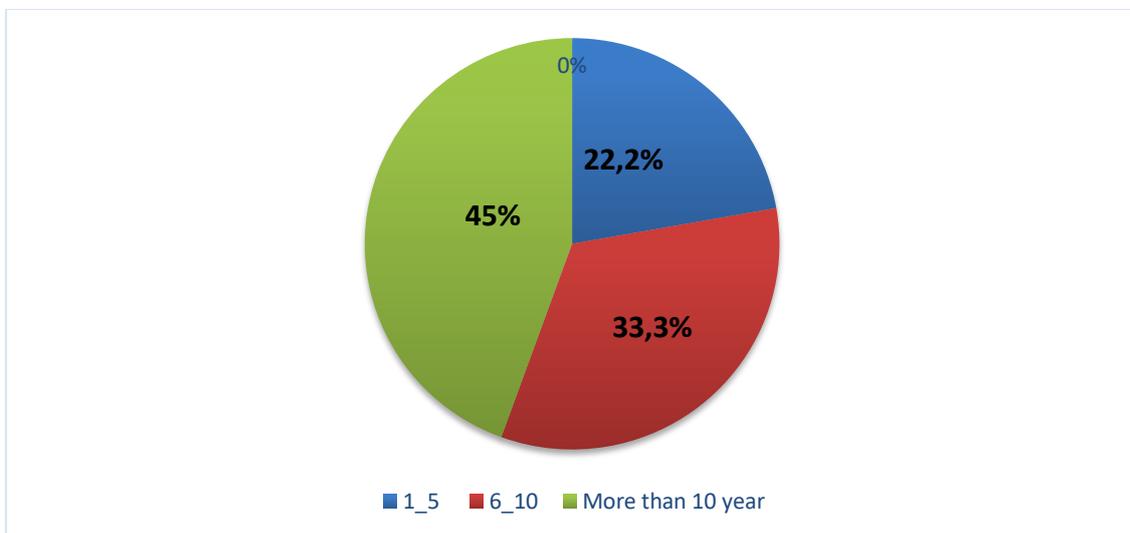


Figure 27: Displaying Teachers' Experience

This question was delivered to know the teacher's experience at the university level. It is clear from the responses that the longest teaching experience at the university level is more than 10 years, including 4 teachers, 44,5%; however, 3 teachers, 33,3 had experience in English departments from 6-10. While the shortest period of teaching experience is from 5-10 was indicated by 2 teachers 22.2%.

Section Two: Listening skills

Question 3: How often do you Teach Listening in Your Course on Oral Expression?

Table 22: Courier size of teachers on teaching listening in oral expression

Choices	participants	percentage
Twice a week	1	11,1%
Once a week	4	44,4%
More than once a Month	2	22,2%
Once a month	2	22,2%
Total	9	100%

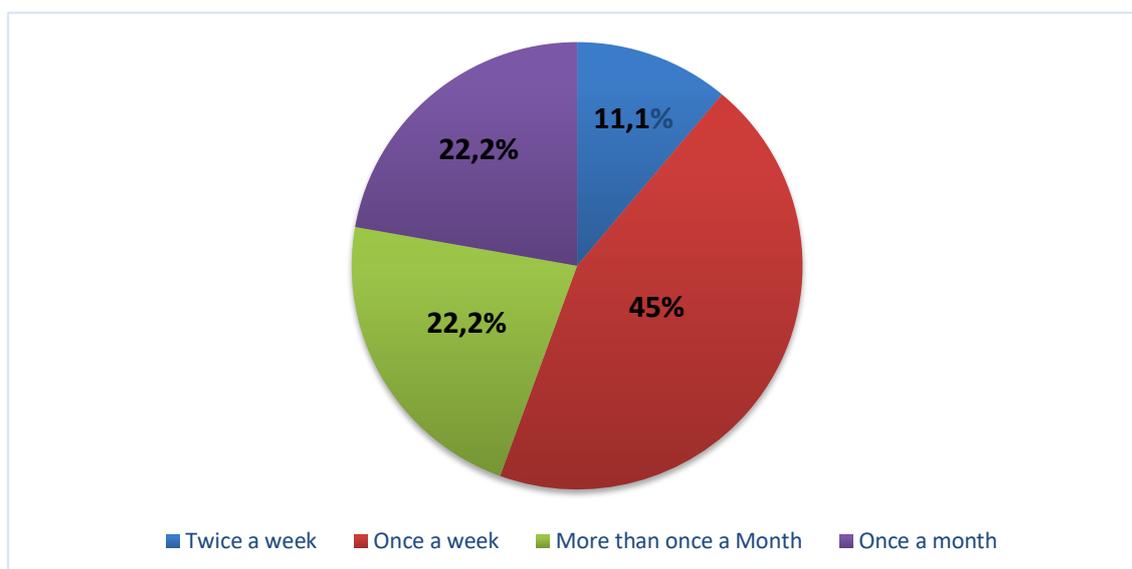


Figure 28: Courier size of teachers in teaching Listening in Oral Expression

This question aimed to define the number of the hours that teachers needed; to teach listening skills in the oral expression module; the objective of this question is to explore the procedure that teachers take hold to assess and evaluate their students listening capabilities and know the students' interest in learning the listening skill as well as to recognize the value of teaching listening towards their students. The findings results indicated teachers' concern in teaching listening during oral expression. On the one hand, 4 participants, 44.4%,

answered that they teach listening during oral expression once a week .on the other hand, 4 teachers, 22.2% agreed upon teaching listening once a month and more than once a month for each. Only one teacher had chosen to teach listening in oral expression twice weekly.

Question 4: What is your evaluation of your learners' listening skill production?

Table 23: Teachers evaluation of learners' listening skill production

Choices	participants	percentage
Excellent	0	0
Good	4	44,4%
Average	5	56,6%
Poor	0	0
Total	9	100%

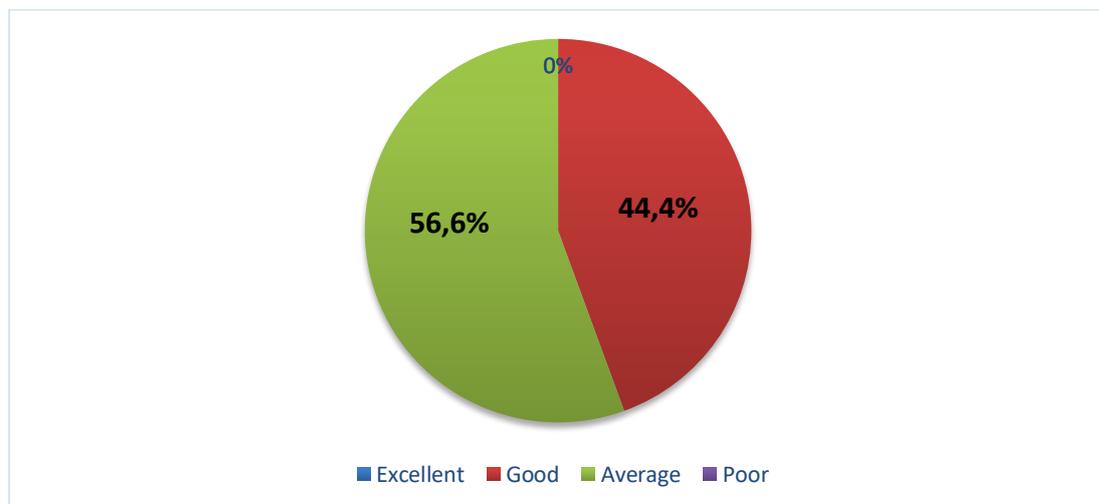


Figure 29: Teachers evaluation of learners' listening skill production

Based on the findings, in Q23, teachers' answers reflected their firm belief that they evaluate their students' listening level during oral expression sessions 54,5% answered with good, and they are satisfied with their students' level of listening besides was considered the highest percentage among teachers. While 4 teachers reported that their students listening evaluation is average.

Question 5: What are your students' most common difficulties during listening comprehension activities?

Table 24: Teachers Convey Common Difficulties in Their Students' Listening

Choices	participants	Percentage
Colloquial expression	1	11%
Pronunciation (dialect or accents)	5	56%
Attention and memory	3	33%
Total	9	100%

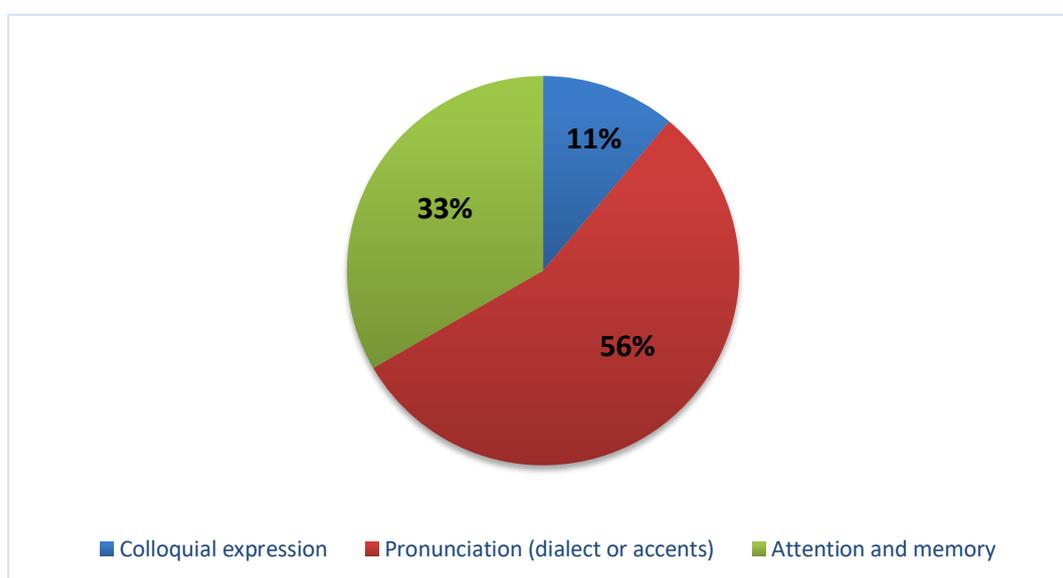


Figure 30: Teachers Convey Common Difficulties in Their Students' Listening

This finding objective is to show the common difficulties that teachers dealt with while teaching oral expression, whereas 5 teachers 56% answered that students usually have problems with pronunciation (accent or dialects). Nevertheless, 3 teachers 33% reported that their students struggled with lack of attention to the main details also they assert that they had short term memory during Listening and they forget quickly .only one teacher 11% had chosen colloquial expression. In addition, teachers' common difficulties can be explained as follow; Authentic language speed delivery and accent from the speaker might end delivering

a vague content towards the students .furthermore, detecting the speech of natives when it is spoken rapidly due to their lack of practice as well as speed rate (sometimes students find the address too fast, so they cannot follow and get lost) .moreover, students might understand the spoken words. Still, they do not know its contextual knowledge. When it should be used, EFL students' main problem is that they own only limited vocabulary, making interacting with the speaker and trying to understand him very difficult. For instance, while the student listens to an audio passage and cannot understand it, he has no clue about the title of the subject and ends up with less understanding of the content.

Question 6: Do you think classroom listening activities are sufficient for developing the target listening objectives for second-year students?

Table 25: Teachers' Views about the Status of Classroom Listening Activities

Choices	participants	Percentage
Yes	1	11,1%
No	8	88,9%
Not sure	0	0
Total	9	100%

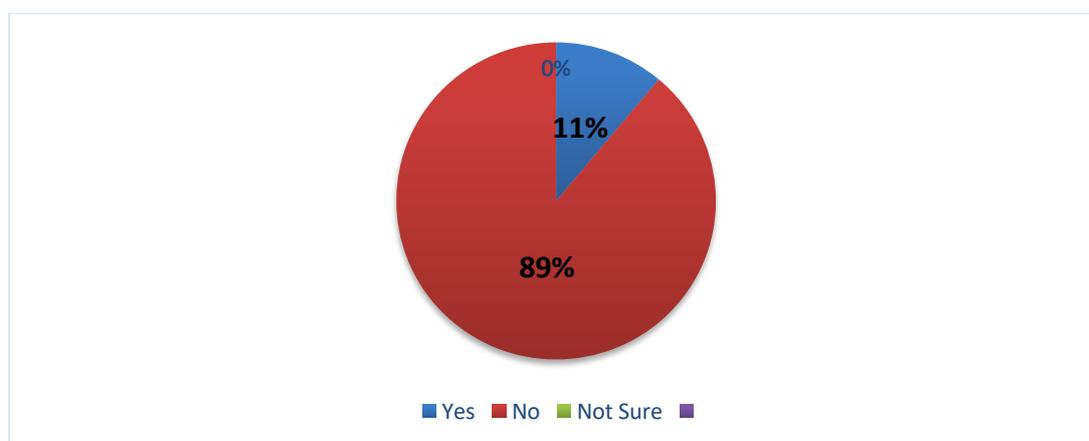


Figure 31: Teachers' Views about the Status of Classroom Listening Activities

The findings presented by teachers asserted that classroom listening activities are insufficient for developing second-year students' target listening objectives. The majority of teachers 88.9%, reported that classrooms listening activities are not sufficient because of Students' lack of interest in developing listening skill and focusing on developing writing and speaking skills to succeed in the exam, forgetting that listening skill is necessary and is the foundation for developing the other four skills. On the other hand, professors are not interested in practicing listening activities within the classes because they have a syllabus program that must be completed. Also, the lack of infrastructure for equipment such as laboratories and workshops does not give students complete access to practice their activities and thus demoralizes them in learning. Also, the faculty department does not pay much attention to developing listening skills.

Question 7: How Often Do You Teach Listening In Your Course Of Oral Expression?

Table 26: Frequency of Teaching Listening in Courses of Oral Expression

Choices	participants	Percentage
Always	0	0
Often	3	33,3%
Sometime	3	33,3%
Rarely	2	22,2%
Never	1	11,1%
Total	9	100%

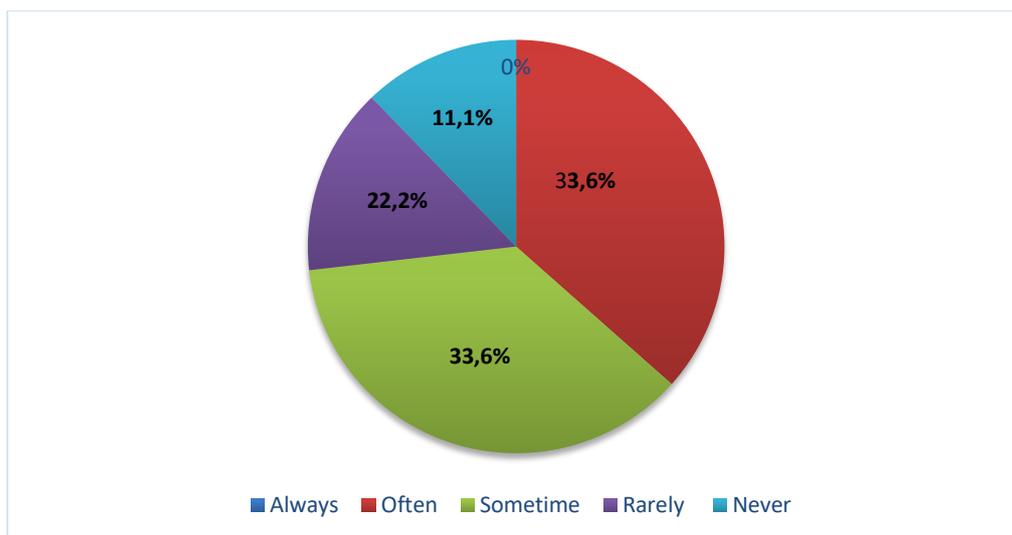


Figure 32: Frequency of Teaching Listening Courses of Oral Expression

The finding presented showed varieties in teachers' answers where 3 teachers, 33.1% answered with "often teach listening during oral expression," and equally to the 3 other teachers 33.3% answered with "sometimes". Other, 2 teachers, 22.2% answered with "rarely teach Listening during oral expression". Only one teacher responded that they never taught Listening during oral expression.

Section Three: The Podcast in Listening Comprehension

Question 8: Do you think using podcasts as a strategy in teaching EFL learners can improve your students listening skills?

Table 27: Teachers' beliefs on Podcast as a strategy to teach listening

Choices	participants	Percentage
Yes	9	100%
No	0	0
Total	9	100%

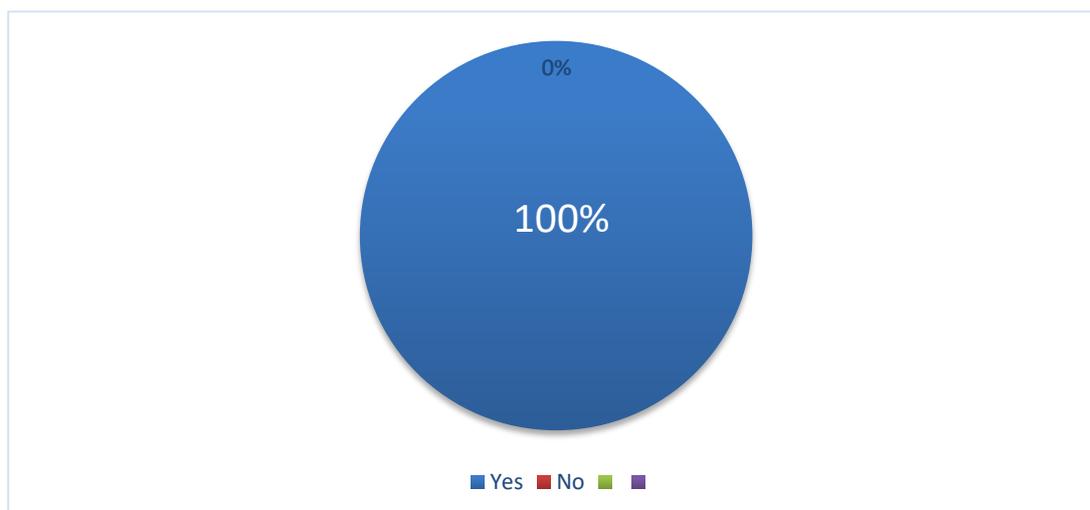


Figure 33: Teachers Beliefs in Podcast as a Strategy to Teach Listening

The vast majority of respondents pointed out that podcasts are very useful for learners to improve their listening abilities. Thus, all teachers agree on podcasts' usefulness in improving students' listening comprehension. The Podcast plays a major role in learning listening. Some of the teachers supply their students with different methods in order to enhance their listening and speaking skills as mentioned by teachers: "the use of vodcast (podcast video) exposes them to a variety of topics and situations that can eventually enrich their language knowledge." other teacher said that "podcasts are authentic materials that provide learners with" perfect" correct pronunciation, accent, intonation, vocabulary use, grammar use...etc. They serve as models for students.

Moreover, podcasts can be varied in terms of topics and context speed rate students can work on them at their ease by stopping replying to enhance their practice. Besides, "I rely on videos to teach English vocabulary for L2 learners and videos to teach American accent. So, Podcast is a valuable means that enables students to develop active ears (listening comprehension) through training and exposure to native speakers' podcasts.

Question 9: How much do you think podcasts can help learners enhance their listening abilities?

Table 28: Teachers' Beliefs about the Role of Podcasts on Enhancing Learners' Listening Abilities.

Choices	participants	Percentage
Very much	7	77,8%
Somehow	2	22,2%
A little	0	0
Total	9	100%

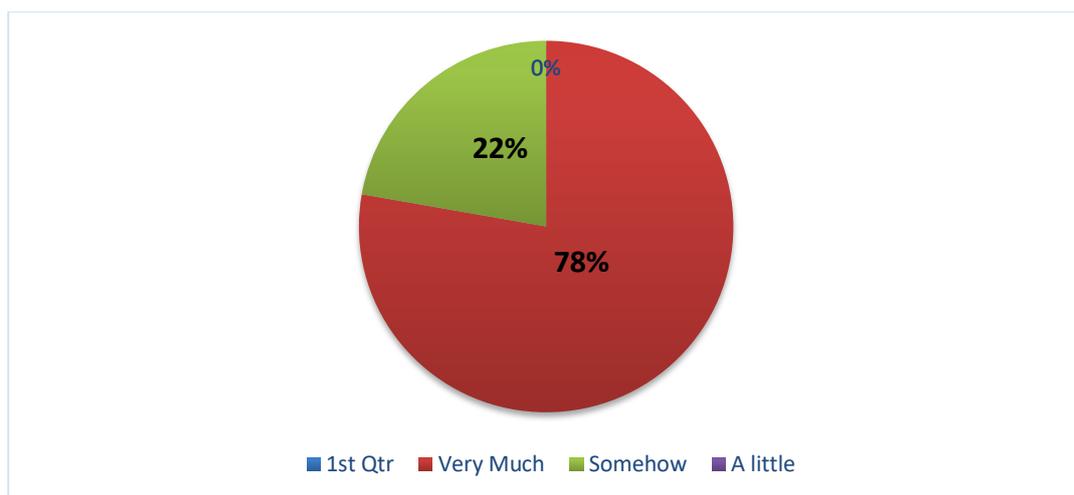


Figure 34: Teachers' Beliefs about the Role of Podcasts in Enhancing Learners' Listening Abilities

Based on the presented findings, most teachers (77.8%) asserted that podcasts are very useful in teaching listening comprehension. In comparison, only two teachers, 22.2%, answered podcasts as moderately useful in teaching listening. Nevertheless, several teachers do not blend and involve podcasts in teaching listening abilities.

Question 10: Do you supply students with podcasts to listen to as part of the course?

Table 29: Podcasts Supplementation by Teachers for Extra-Curricular Listening

Choices	participants	Percentage
Yes	7	77,8%
No	2	22,2%
Total	9	100%

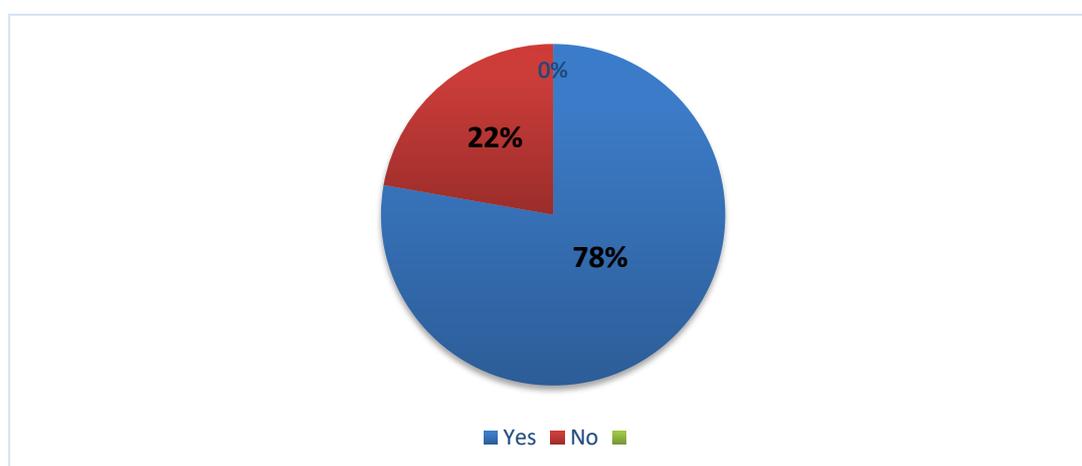


Figure 35: Podcasts Supplementation by Teachers for Extra-Curricular Listening

Based on the presented findings, The majority of teachers (77,8%) asserted t that podcasts are beneficial in teaching listening comprehension, while only two of the teachers 22,2% considered podcasts as moderately valuable for teaching listening comprehension despite the fact that several teachers do not integrate podcasts in teaching listening abilities. In addition, despite the podcast popularity and the growth of technology becoming more controversial, students are still not motivated to implement Podcasts to foster their listening skills, correct their concepts and gain new vocabulary. Moreover, teachers are aware of the

vital role that podcasts play. Therefore, they try to integrate podcasts into their oral expression sessions for the student's better acquisition of listening purposes.

Question 11: Which of the criteria below, if any, impact your (potential) choice of podcasts?

Table 30: Criteria for (Potential) Choice of Podcasts

Choices	participants	percentage
Responding to students' needs and interests	4	45%
Language demands of the listening material	2	22%
Bringing variety and change to the course	1	11%
Meeting course aims	2	22%
Total	9	100%

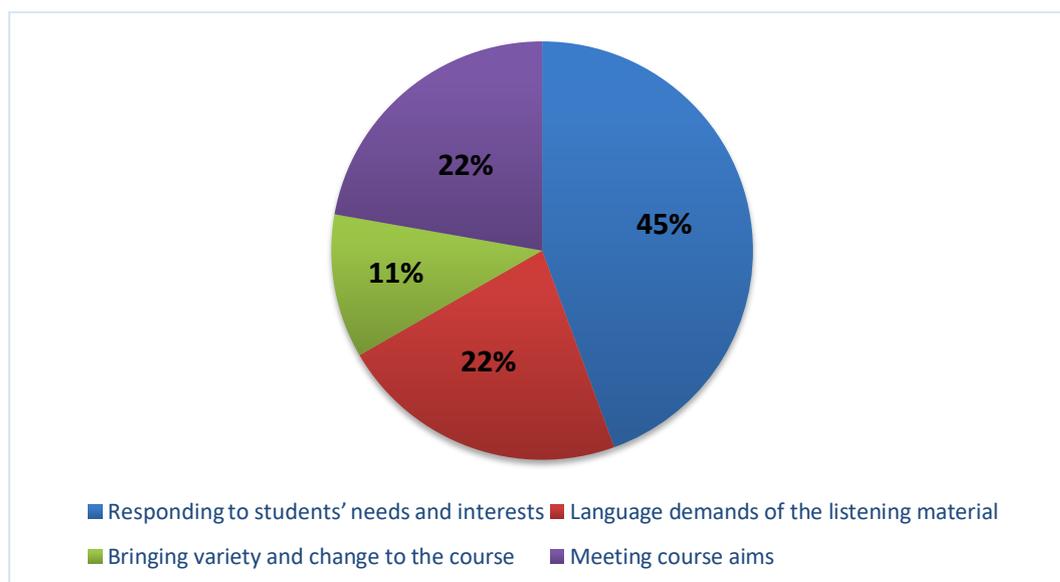


Figure 36: Criteria for (Potential) Choice of Podcasts

From the results obtained in the above table, all teachers strongly responded about the criteria teachers apply for potential or actual choice of podcasts. The most relevant ones responded to students' needs and interests. However, 4 teachers indicated that meeting course objectives and Language demands of the listening material gives a lot of potential for using

podcasts. The following relatively relevant factor, chosen by only one of the teachers, responded to students bringing variety and change to the course.

Question 12: Throughout Your Experience Teaching EFL Learners, Which Listening Techniques Would You Recommend For Second-Year Students Using Podcasts?

Table 31: Teachers Convey Common Difficulties in Their Students' listening

Choices	Participants	percentage
One-time listening for each piece	1	11%
Replay each piece more than once	2	22%
Use available listening scripts	2	22%
Use subtitled videos	4	45%
Total	9	100%

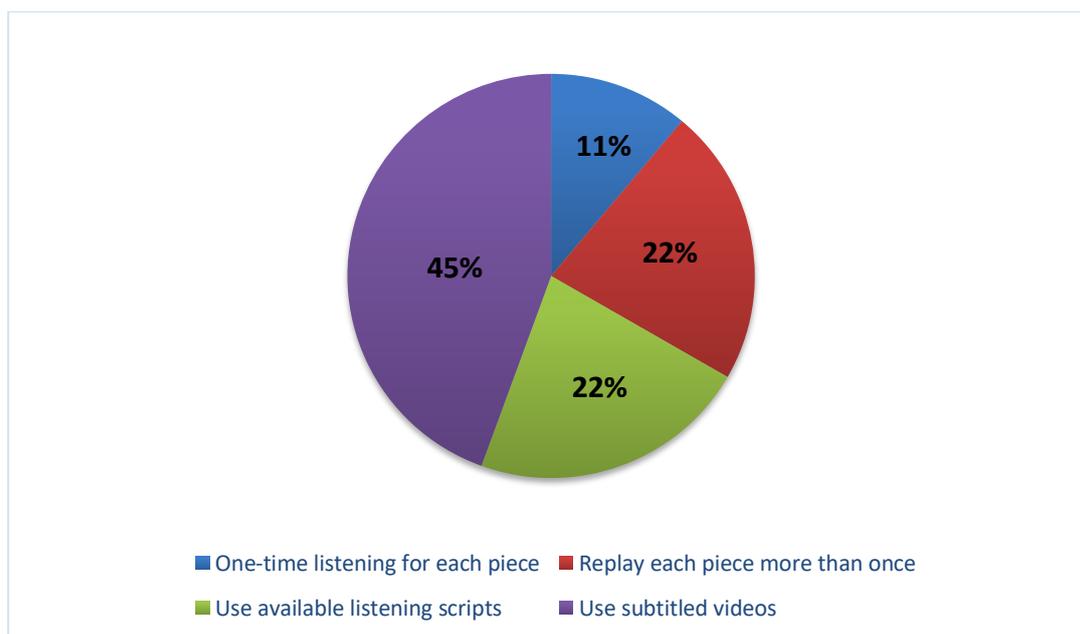


Figure 37: Teachers Convey Common Difficulties in Their Students' listening

Based on the findings presented, teachers had shown various answers concerning Listening Techniques Recommended for Students in using podcasts. 4 of the informants 45%, opted for using podcast videos (vodcast). In comparison, two of the teachers 22%, recommended

students to use available listening scripts. While, only 2 teachers (22%) opted replaying each piece more than once' technique. However, only one teacher chose one-time listening for each piece technique.

3.5.1 Interpretation and discussion of teacher questionnaire

The main purpose of the current study was to investigate the effect of podcasts on learning listening skills. More specifically, it targeted teachers' questionnaires, proving that English language teachers know the importance of boosting students' listening skills. These were the highlighted points in this research; they agreed upon giving priority to listening over the other language skill as detected by their answers; likewise, the questions revealed that the vast majority of teachers considered attending as crucial as the other skills that second-year students need to develop whereas; they teach listening comprehension only once or twice a week. However, Q 25 showed that classroom listening activities are insufficient to create the target listening objectives. Moreover, Q28 and 29 elucidate that teachers held positive attitudes towards implementing podcasts in teaching listening comprehension. There it could be said that teachers are aware of the positiveness of podcasts in supporting listening comprehension development, even if only a few teachers use them either as a part of their courses or as supplementary material or even encourage their students to present podcast-related materials or criteria for (Potential) Choice of Podcasts as proven by Q31- 30. all in all; the vast majority of teachers acknowledged the objectives of Podcast and the benefits that provide for the learners as well as teachers anticipate to popularize the idea of using podcasts as a way to teach listening to students in the coming years.

In this chapter, the questionnaires designed for both second-year LMD students and oral expression teachers at the English division of Biskra University have explored the impact of using Podcasts as strategies to enhance EFL students listening skills and confirmed our hypothesis. The analysis of students' questionnaires investigated that by increasing students'

listening comprehension capacities, their listening comprehension would be increased, as well as they could become native speakers through listening to podcasts, and new vocabulary outcomes will be gained. Moreover, the teachers' questionnaire findings revealed that a lack of practicing listening comprehension could cause hinders other skills like speaking and writing. Hence, teachers acknowledged that listening laid the foundation of the other skills and can't be ignored its importance in building the basis of other skills. Furthermore, listening should be reconsidered in our EFL classes from the part of the curriculum designer and teachers. It is neglected in the main courses, phonetics, oral expression, and even other modules. In addition, the majority are aware of the importance of podcasts. Most teachers are aware of the typical students' difficulties and rely on certain strategies to promote their students to apply more listening skills and exposure to native speakers' speech to improve their speaking and listening skills. To sum up, lend credence to the assumptions that both teachers and students welcome the use of this tool and that their use noticeably impacts students' listening skills.

Conclusion

The present chapter analyzed and discussed the findings gathered from the fieldwork. More specifically, from student's and teachers' questionnaires. Initially, it provided theoretical background on the research methodology adopted in this study, including approaches, designs, data collection methods, and analysis procedures. Moreover, it highlighted the population of the study. Besides, the chapter exhibited the data analysis procedures used to analyze the obtained data. To summarize, it displayed the discussion of the teacher's and students' questionnaire findings to answer the research question and confirm the formulated hypothesis. Also, it suggested some recommendations.

Pedagogical Recommendation

Based on the gathered data from the students' and teachers' questionnaires confirmed the positive effects of applying podcasts as a strategy to enhance students listening skills; therefore, we suggest some pedagogical recommendations for teachers, students, and future researchers so that a successful implementation of the Podcast will be done.

At first, we suggest providing more equipped language laboratories so that the EFL learners can practice listening as much as possible. Secondly, Teachers should merge up-to-date technological tools to adapt with the time and allow more time to teach listening as a crucial skill for developing other languages. Furthermore, Teachers should rethink the materials they use for introducing their lessons to EFL learners to confidential sources of authentic language. New methods and techniques in teaching listening comprehension could be meaningfully adopted.

-The ease of access to the domain of audio and video programs displayed; proved a vital role in fostering EFL learners' listening comprehension; it is of considerable benefit to integrate podcasts into language teaching, particularly teaching listening comprehension, to produce an entertaining learning environment and creative classes.

-Teachers should provide EFL students with podcasts of their design or alternative option, either during the course's listening assignments, in the course, or in the sequel, which EFL students can listen to at any time.

For Students

- Students should learn independently both at school and at home. Because listening is an active skill needed to be practiced regularly. Sometimes the listening activities in the oral sessions are so limited or insufficient.

- Students should practice more to be ready in learning listening activities. And should be aware of the vital role of learning listening skill in developing the other skills.
- Students should raise the awareness of the significance of using podcast and its pivotal role in learning listening besides, podcast provide several benefits for EFL students.
- Students should know how to use podcast application on a smartphone because it is automatically accessible, easy to download in portable. Furthermore, the access to the internet is getting easier and inexpensive, students should make use of recording audio podcast applications on the internet more affordable.
- Students should employ the necessary ICT devices in their learning of English
- Students should make actively participate during listening activities in learning
- Students should be acknowledged of the existence of educational podcasts and their importance in learning listening skills.
- Students should share the audio recordings with their classmates to raise the publicity of this technology.

Limitation of the Study

Our study aimed to shed light on the role of listening in enhancing students' other skills through implementing podcasts as a technique in teaching and learning listening skills; however, it faced many obstacles. Due to the nature of our research, we intended to have a larger number of students who accepted to participate and answer the questionnaire. We intended to gather more sincere data from the students; unfortunately, few answered vague answers, and their explanations were sometimes insufficient. Besides, we did not get the desired results in some questions; also, Due to the limited time, we could not explore the participants' attitudes and impressions after receiving the treatment. The limited-time hindered doing experiments and tests on EFL learners besides the new grouping system

during the COVID pandemic prevented the full access to many students. In addition to some technical problems with devastating laboratory devices, and where some students did not find empty places to undertake the test.

Some teachers of oral expressions were not collaborative in filling out the questionnaire and even not cooperative in conducting our interviews; only a few teachers were ready to offer help.

The time limit confined this study to conduct an in-depth investigation or a more and more prosperous treatment. EFL learners must constantly practice listening to podcasts to develop their listening comprehension, so it was challenging to measure or evaluate the level of listening comprehension of EFL learners and explore whether the EFL learners' listening comprehension level was enhanced.

General Conclusion

The privileged position of the listening skill among the other skills is due to its structural role in the learning and teaching processes. Both EFL teachers and learners become more aware of the necessity to improve this skill as it is considered a solid means of success in the other modules. Since the second-year students are the target population in this study, our central focus is the unsatisfactory outcomes during listening to speakers, mainly the teachers, which the students achieve in their listening comprehension in particular. Consequently, the imperious situation requires appropriate solutions and immediate action in both levels of theory and practice. On that account, the current study investigates the effect of using podcasts to enhance students listening skills. From another viewpoint, this research is also devoted to determining the EFL teachers' and learners' attitudes toward implementing podcasts in oral expression to foster students listening skills. Hence, this study was conducted to confirm the positiveness of the hypothesis, which stated that using Podcast listening is a crucial language skill to be developed due to the pivotal role it plays in boosting other areas and language skills and the type of knowledge involved in the process of listening comprehension, including phonological, syntactic, semantic, pragmatic explaining how listeners process a listening material. More specifically, listening comprehension in language learning and interactive processing of language teaching. Moreover, the various components and the different types of listening are discussed with emphasis on the distinct approaches, the cognitive, meta-cognitive, and socio-effective strategies of listening.

The second chapter casts light on the substance of a Podcast as being a set of audio and video files to be obtainable from the internet. Different types and possible pedagogical uses of podcasts are presented. Podcast plays a vital role in assisting language teaching and learning, despite their disadvantages associated with challenges in practice, which should be considered along with their advantages. In addition, the common problem EFL learners and

teachers face during the utilization of podcasts; and the unfamiliarity with Podcasts as a new tool for studying oral expression.

In order to test the hypothesis, the data collection methods encompassed teachers' and students' questionnaires were used to gather relevant data on the subject and infer further recommendations. The findings detected significant adaptation for exploring teachers' and students' attitudes towards using podcasts and their practices and analyzing, discussing, and interpreting the obtained data from the questionnaires. We concluded that the students' questionnaire proved the students' positive feedback and attitude toward implementing podcasts to improve listening skills. However, the teachers' questionnaire revealed their positive attitude toward using the Podcast, in addition to their approval to integrate it in oral expression tutorials, phonetics, and electronics books reading, and welcome using it inside the field of EFL learners.

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Appendices

Appendix 01

Student's Questionnaire

Dear students,

Your willingness to fill in this questionnaire will furnish us with the necessary data to bring our master's dissertation to an end. This questionnaire aims at raising awareness towards the importance of podcasts and investigating their role in improving listening comprehension. May us thank you in advance for your cooperation and for the time devoted to answer the questionnaire. Please tick the appropriate answer or write full statement answers where necessary. Questions tagged by the symbol admit more than one choice.

Thank you for your participation

Key definitions:

- 1- **A podcast** ... is an episodic series of digital audio or video files which a user can download and listen to. It is often available for subscription, so that new episodes are automatically downloaded via web syndication to the user's own local computer, mobile application, or portable media player (Wikipedia, 2018; edited on 20 April 2018, at 18:07.).

- 2- **Information and Communication Technology (ICT):** ... stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers ... software,... audio-visual systems, which enable users to access, store, transmit, and manipulate information.

Section One: Listening in an EFL Context 1.

1-Specify your gender please

Male

Female

2-Age

19-25

25-30

More than 30

3-How do you acquire your English language skills?

At school outside school other

4-Do you consider listening as a/an:

Active skill Passive skill Not sure whether active or passive

• Please, justify your choice.....

5-How often do you listen to English materials (audio or video) outside the classroom?

Always

Often

Sometimes

Rarely

Never

6-When you listen to such English materials, do you listen for?

Pleasure Gathering information about specific topics

Acquiring the target language All the above

7-when you listen to materials in English, what players do you usually use?

A cell Phone A PC

An iPod

An Mp3 player

Others, please specify:

9-As an EFL student, do you think that listening to speakers of English helps you in developing your language proficiency?

a) Yes

b) No

c) Not sure

10-How do you evaluate your English listening abilities?

Very good Good

Average Poor

11-What problems do you encounter during listening?

Speed of delivery of the speaker

Colloquial expressions

Pronunciation

Attention and memory

All of the above

No problems at all Others , Please specify.....

12- How often does your teacher present a listening comprehension lesson?

Twice a week

Once a week

More than once a month

Less than once a month

13-How does your teacher present the listening comprehension lesson?

Introduces the topic, tells you to listen, then asking questions

Tells you to listen directly then asks questions

Instructs you to listen only

Others , please specify:

Section Two: Listening to Podcasts

14. How much do you think that ICTs are helping in your learning process?

Very much

Somehow

A little

Not at all

15. Do you know about podcasts?

Yes No Not sure

16. How often do you listen to podcasts?

Every day More than once a week

Once a week Rarely Never

17. How much time do you spend listening to podcasts, if at all? hour (s)

/ minute (s)

18. Do you think that podcasts are useful tools for enhancing your listening skills?

Strongly agree . Agree . Neutral . Disagree . Strongly disagree -

Whatever your opinion, please explain how:

.....

19. Which topics do you listen to so often?

Sport

politics

Literature

Science

Art

Culture

Health Do-it-yourself

Others, please specify:

THANK YOU SO MUCH FOR YOUR COLLABORATION

Appendix 02

Teacher's Questionnaire

Dear teachers,

You are kindly required to answer the following questionnaire that aimed to investigate “**The Impact of Using Podcasts as a Strategy to Enhance EFL Students' Listening Skills**”. I will be grateful if you answer all the questions sincerely. Tick (✓) in the appropriate box (es), or provide a complete answer when you are asked. I assure the confidentiality of your answers, which are used for research purposes only.

Thank you for your participation

Key Definition:

A **podcast** is a [program](#) made available in digital format for download over the Internet. For example, an [episodic](#) series of [digital audio](#) or video [files](#) that a user can [download](#) to a personal device to listen to at a time of their choosing. Streaming applications and podcasting services provide a convenient and integrated way to manage a personal consumption queue across many podcast sources and playback devices. There also exist podcast search engines, which help users find and share podcast episodes. From Wikipedia, the free encyclopedia

Section one: Listening skill

1. Would you specify your educational level?

BA (License)

MA (Master)

Magister

Doctorate

Other :

2-How long have you been teaching English at the university level?

1-5

6-10

More than 10 years

3. How often do you teach listening in your course on Oral Expression?

Twice a week

Once a week

More than once a month

Once a month

4-What is your evaluation of your learners' listening skill production?

Excellent

Good

Average

Poor

5- What are your students' most common difficulties during listening comprehension activities?

Colloquial expression

Pronunciation (dialect or accent)

Attention and memory

Attention and memory

Others, please specify:

6- Do you think classroom listening activities are sufficient for developing second-year students' target listening objectives?

Yes No Not sure

Section Two: Podcasts in Teaching and Learning Listening skill

8. How often do you teach listening comprehension through podcasts?

Always Often

Sometimes Rarely

Never

9- Do you think using a podcast as a strategy in teaching EFL learners can improve your students' listening skills?

Yes No

Please, justify your answer.....

10. How much do you think podcasts can help learners enhance their listening abilities?

Very much

Somehow

A little

12. Do you supply students with podcasts to listen to as part of the course?

Yes No

13. Which of the criteria below, if any, affect your (potential) choice of podcasts?

Responding to students' needs and interests

Language demands of the listening material

Bringing variety and change to the course Meeting course aims

Others, please specify:

.....

14. Throughout your experience teaching EFL learners, which listening techniques would you recommend for second-year students using podcasts?

One-time listening for each piece. Replay each piece more than once.

Use available listening scripts. Use subtitled videos.

Others, please specify:

.....

15- Would you please add any other comments you consider important for this issue?

.....

.....

THANK YOU SO MUCH FOR YOUR COLLABORATION

المخلص

حاولت هذه الدراسة التحقيق في تأثير استخدام البودكاست كاستراتيجية لتحسين الفهم السمعي لطلاب السنة الثانية من قسم اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة محمد خير بسكرة. من أجل الحصول على البيانات الكافية لهذا البحث قمنا بتطبيق المنهج الوصفي. على الرغم من أن الاستماع يلعب دورًا جوهريًا في تدريس اللغة الأجنبية وتعلمها، فقد كان من الصعب تعليمها وتعلمها. لمعالجة هذه المشكلة الواضحة، فإن الهدف الرئيسي للدراسة هو التحقيق في تأثير البودكاست على مهارات الاستماع. وبناءً على ذلك، فقد تم افتراض أنه إذا كان التدريس والتعلم يعتمدان على البودكاست، فستتحسن مهارات الاستماع لدى المتعلمين. كخطوة أولى، افترضنا أن البودكاست سيساعد الطلاب في تطوير فهمهم السمعي. أولئك الذين يتعلمون المفردات أو يعززون نطقهم من خلال الاستماع سيكونون أكثر ميلًا لتحسين معرفتهم بالمفردات من أولئك الذين لا يستخدمون البودكاست لفهم الاستماع. يتكون العمل الحالي من فصل تمهيدي قدمنا فيه معلومات عامة حول الاستماع. في الفصل الثاني، تناولنا الجوانب الرئيسية للبودكاست وعلاقتها بالتعلم وتعليم الاستماع والاستيعاب. أخيرًا، اعتمدنا على وسيلتين للبحث: استبيان الطالب والمعلم. أولاً، تم تقديم استبيان المعلمين لجمع البيانات حول التقنيات المستخدمة لتعليم الفهم السمعي أثناء جلسات التعبير الشفهي وآرائهم حول استخدام البودكاست لتحسين مهارات الاستماع لطلاب اللغة الإنجليزية كلغة أجنبية. ثانيًا، تم إجراء استبيان لطلاب اللغة الإنجليزية كلغة أجنبية لمعرفة سلوكهم تجاه البث الصوتي كتقنية ولتطوير مستوى الاستماع لديهم ومواقفهم حول تنفيذ التقنيات الجديدة كمواد تعليمية. يكون الاستبيان في شكل أسئلة عبر الإنترنت بواسطة برنامج غوغل، والذي يحتوي على آراء الطلاب حول ما إذا كان البودكاست أداة مفيدة لتحسين الاستماع أم لا. وأظهرت النتائج فاعلية استخدام البودكاست في تعلم وتعليم الاستماع ودمجها في حياة المتعلمين مما يساعدهم على تحسين مهارات الاستماع اللغوي لديهم إلى جانب المهارات الأخرى. بشكل مناسب، يوصى بأن يكون متعلمي اللغة الإنجليزية كلغة أجنبية على اتصال بالتقنيات الجديدة مثل الاستماع إلى البودكاست من أجل تعلم كلمات جديدة لتحسين فهمهم السمعي. يجب أيضًا دمجها في المواد التعليمية.

الكلمات المفتاحية: بودكاست، مهارة الاستماع، طلاب اللغة الإنجليزية كلغة أجنبية.