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**The Effect of Podcast Listening on EFL Learners' Linguistic Terminology,
Comprehension, and Accuracy in Use: Case Study of Second-Year Students of
English at Mohamed Khider University - Biskra**

A dissertation submitted in partial fulfillment of the requirements for a
Master Degree in English: Sciences of Language

Board of Examiners

Mr. Bilal ZENNOU	MCA University of Biskra	President
Dr. Nadia Rezig BETKA	MCA University of Biskra	Supervisor
Dr. Meriem ZEGHDOUD	MCA University of Biskra	Examiner
Dr. Houda DJOUAMAA	MCA University of Biskra	Examiner

Academic Year: 2024- 2025

Declaration

I, Mezhoud Selsabil, do hereby declare that this submitted master dissertation is my original work and the result of my efforts. I also declare that except where there are references and citations, all the words in this work are my own and has not been previously submitted to or published by any other person, institution, or university for the completion of any degree.

Dedication

I dedicate this dissertation to my beloved parents,

Their love, sacrifices, and constant belief in me have been the foundation of my success. Their endless support, guidance, and encouragement have shaped me into who I am today, and this achievement is as much yours as it is mine.

To my siblings, whose presence in my life has been a constant source of strength and joy, I am deeply grateful for their love, patience, and for always being there through every challenge and success. Their faith in me has been a beacon of motivation throughout this journey.

This work is a reflection of the endless support I received, and I could never have reached this milestone without each of them by my side.

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Abstract

This study investigates the impact of podcast listening on learner's linguistic terminology, comprehension, and accuracy in use among second-year EFL students at Mohamed Khider University. The problem addressed in this study is the challenge of improving linguistic terminology, listening comprehension, and language accuracy in English as a Foreign Language (EFL) learners. A quasi-experimental design was employed to evaluate improvements in language accuracy. The groups participated in podcast-based listening tasks for three weeks. Quantitative statistical analysis, including independent samples T-tests, was conducted to analyze the pre- and post-test results. The written test showed a significant improvement, with the mean score increasing from 4.36 to 6.25 ($p = 0.0017$), indicating a positive impact on written language performance. In contrast, oral test scores showed no significant change, with the mean score moving from 5.97 to 5.90 ($p = 1$), suggesting that while podcasts enhanced listening comprehension, they were less effective in improving oral performance without additional speaking practice. The observation grid highlighted improvements in pronunciation and motivation, though gaps in listening comprehension remained, suggesting the need for more active listening and speaking tasks. The study concludes that podcast-based listening activities can enhance written language skills and comprehension but should be complemented with interactive learning strategies for improving oral language accuracy.

Keywords: Language accuracy, Language proficiency, Listening comprehension, Podcast activities, Terminology

List of abbreviations and acronyms

AE	Academic Enthusiasm
CT	Creative Thinking
EFL	English as a Foreign Language
EI	Emotional Intelligence
ELT	English Language Teaching
FLT	Foreign Language Teaching
MP3	Media Player
RSS	Really Simple Syndication
USA	United States of America

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General Introduction

Introduction

Language learning is a complex process that demands skills, including listening and comprehension. Listening is vital for mastering the target language, allowing learners to actively apprehend the language and acquire vocabulary, grammar, and complete linguistic accuracy. In this context, using digital tools such as educational podcasts and seeking their integration into classroom activities can lead to significant language acquisition progress. Technological tools like podcasts can be an excellent method to improve listening comprehension due to their accessibility and availability.

The current study investigates the effect of podcast listening activities on language accuracy among second-year English students at Mohamed Khider University. It examines how impactful podcasts could be in enhancing students' language comprehension and accuracy through listening skills.

1. Statement of the Problem

Listening comprehension is an essential skill required for language acquisition, and it is one of the main challenges students face when acquiring the target language. Poor listening comprehension can heavily impact students' language accuracy. Despite the effectiveness of traditional teaching approaches, they remain far from attending to the needs of students, especially the generations of learners who are used to technological means to acquire knowledge.

On the other hand, podcasts are a modern learning tool that allows students to improve traditional listening tasks. Because they are such a modern tool, podcasts are still experimental methods that need to be tested and studied to find the best way to make the most of them. This

research examines how podcast listening activities can improve students' language accuracy and listening comprehension, specifically in language students who usually struggle to master the language.

2. Research Questions

The main question for this study:

Is there a statistically significant improvement in listening comprehension, pronunciation, linguistic terminology, and class participation among second-year EFL students at Mohamed Khieder University due to podcast listening activities?

Sub-question:

1. Which components of language accuracy, grammar, pronunciation, or vocabulary usage show statistically significant improvement through podcast listening activities?
2. To what extent do podcast listening activities enhance students' comprehension and correct usage of linguistic terminology in academic contexts?

3. Aim of The Study

This study examines how educational podcasts can impact students' language accuracy and listening comprehension among second-year EFL learners. The study evaluates how much podcast content can influence linguistic terminology, comprehension, and accuracy in use.

4. Hypothesis

The current study hypothesizes that:

H_0 : there are no statistical improvements in linguistic terminology, comprehension, and accuracy in use, and class participation among second-year EFL students at Mohamed Khieder University due to podcast listening activities.

H_1 : there are significant statistical improvements in linguistic terminology, comprehension, and accuracy in use, and class participation among second-year EFL students at Mohamed Khieder University due to podcast listening activities.

5. Sampling

This study includes a sample of second-year EFL students at the University of Mohamed Khieder. In the faculty of letters and languages at Mohamed Khieder University, at the department of English there are a total of 334 second year students of English. 19 second-year students of English volunteered for the section regarding the observation grid, 38 volunteered to take the written test, and 42 volunteered to take the oral test.

All students were involved in podcast-listening activities. However, the students observed during class will be evaluated according to their overall performance. The researcher will evaluate it before and after implementing podcasts in the class. Meanwhile, two more groups of EFL students will be exposed to educational podcast content over two to three weeks and evaluated before and after to see if there are any improvements.

6. Methodology

This study will employ a mixed-method, including a quasi-experimental method, including a pre-test and post-test design implemented on randomly selected groups. A pre-test (oral + written + observation grid) will assess the sampled students' linguistic terminology, comprehension, and

accuracy in use levels. The pre-test phase emphasizes competencies like grammar, listening, language comprehension, and linguistic terminology.

After implementing the pre-testing, students are retested to measure the impact of the educational podcasts on them. The sampled groups will be instructed to engage in podcast listening activities for two to three weeks, with specifically chosen podcasts relevant to linguistics. The contents of the podcasts will be introduced to classroom discussions. After the podcast listening activities period and the post-test (oral + written + observation grid), the collected data will be compared to evaluate the impact of podcast activities on second-year students at the University of Mohamed Khieder.

7. Data gathering Tools

This study employs data-gathering tools that include:

Podcasts: This study uses a carefully selected collection of academic podcast clips as instructional tools relevant to linguistics. This will be the primary auditory source for the experimental group's podcast activities. Although they align with the curriculum, due to their lengthy nature, the podcast, and their containing native speakers, the episodes will be cut into several clips for better comprehension and smoother application in the classroom.

Classroom observation: The researcher will use an observation grid to monitor the student's language level, accuracy, grammar, pronunciation, and interaction during the podcast listening activities.

Written and oral tests: Both groups will be administered pre-and post-tests to assess the student's language accuracy and improvements, mainly focusing on linguistic errors, vocabulary use, grammar, and pronunciation.

8. Significance of the Study

This study highlights the importance of podcast use in educational settings and its significant impact on students. Educational podcasts are chosen because they can inform and educate in a timely and effective manner compared to educational videos or other multimedia means. This research will add valuable insights into implementing podcasts as a digital tool in EFL learning and teaching.

9. Research Design

This study will be divided into two sections: theoretical and practical. The theoretical sections contain two chapters. The first chapter sets the theoretical basis for the research study on language accuracy, defines language accuracy and fluency, and discusses its importance in EFL, the factors influencing it, and the challenges in achieving language accuracy. The first chapter then discusses the same elements regarding speaking accuracy and examines the relationship between language and speaking accuracy. The second chapter examines the role of podcasts in speaking accuracy. This chapter provides the definition and an overview of podcasts, explores the role of podcasts in education, how to make and use a podcast in teaching, and the importance, significance, and criticisms of podcasts. The second chapter discusses podcasts' role in EFL teaching and learning. The second part of the study is the third chapter. The practical section of the study discusses the research methodology, data collection tools, implementation process, analysis, findings, and discussion.

Chapter One

Language Accuracy

Introduction

Students often use language accuracy and fluency interchangeably. However, this is a major misconception as Ellis (2003), Hurd and Murphy (2005), and Ellis and Barkhuizen (2005) define language accuracy and fluency as two separate concepts. This chapter aims to define language accuracy and fluency, highlight the differences between them, and reveal the importance of language accuracy.

Furthermore, this chapter sets the theoretical foundation for fluency by defining speaking accuracy and discussing its importance in teaching and learning. The chapter concludes with analyzing the relationship between language accuracy and speaking accuracy. By establishing the theoretical basis, the work establishes the importance of these concepts in relation to EFL teaching and learning.

1.1. Language Accuracy

1.1.1. Definition of Language Accuracy

Ellis (2003) define accuracy as "the extent to which the language produced in performing a task conforms to target language norms" (p. 339). Ellis suggested accuracy as the skillful use of the target language and its rules during requested tasks or exercises. For example, how well a learner uses grammar rules, vocabulary, or sentence structures during oral communication with teachers or peers. The clearer a learner's communication is, and the fewer mistakes they make, the closer they get to language accuracy.

Similarly, Ellis and Barkhuizen (2005) define accuracy according to how well a target language is produced in relation to its rule system (Ellis and Barkhuizen, 2005, p. 139). They relate

accuracy to the correctness of language a person uses and to what extent their communication is error-free.

Hurd and Murphy (2005) suggest that accuracy and fluency are often in contrast to each other, especially when speaking or writing in another language. They suggest that accuracy is the use of correct grammatical forms and vocabulary, as fluency is concerned with communicating spontaneously and with ease. According to Hurd and Murphy, the two terms are complementary, and each of them has a role in making language more understood (Hurd and Murphy, 2005, p. 118).

Ellis's (2003) definition provides a limited version of the broader learning of language accuracy. Defining accuracy within the frame of performing tasks or exercises according to the target language rules keeps it within a narrow academic meaning, unlike the researcher's broader views. Ellis and Barkhuizen (2005) also define accuracy according to a person's control over the rule system and how that applies to the target language production. This description, although accurate, remains limited and incomplete. On the other hand, Hurd and Murphy's (2005) definition clearly distinguishes between accuracy and fluency and clearly defines both terms. This suggests that accuracy comes from classroom learning, while fluency is acquired and strengthened through real-life communication and practice. Hurd and Murphy's (2005) definition provides an inclusive view of language accuracy that distinguishes accuracy and fluency while stating their role in balancing how learners need to master both concepts to get a steady hold on language mastery.

1.1.2. Accuracy and Fluency

As mentioned above, language fluency and accuracy are not synonyms. Language accuracy is the appropriate and correct use of grammatical rules and vast vocabulary, which can be easily achieved by extensively learning the language in a classroom. However, learners can learn all the grammatical rules, acquire a "good amount" of vocabulary, and still face difficulty in real-life

communication because their language fluency depends on ease of communication, not only mastery of grammar and vocabulary. For instance, people who are immersed in the culture of their target language acquire fluency and easily communicate with native speakers more efficiently than EFL learners. However, they may face some issues with grammatical rules as they acquire fluency at the expense of accuracy (Hurd and Murphy, 2005). Thus, language accuracy and fluency are complementary; language learners must focus on acquiring accuracy while practicing fluency to get a comprehensive mastery of the language.

Language accuracy and fluency, though different concepts remain fundamental aspects of active language acquisition and use. While language accuracy is a concept that focuses on accurately applying language rules and having a good vocabulary, this skill is usually developed and nurtured in structured learning or academic settings like classrooms. Fluency, on the other hand, is a concept that focuses on learners' ability to communicate smoothly in real-life contexts, a skill that is only achieved through good grammatical knowledge. One way to speed up the process of reaching fluency would be to get learners immersed in the target language's culture to expose them directly to conversational norms, idioms, and realistic communication. Cultural exposure and immersion would be vital in facilitating the interaction process with native speakers, although it may also be at the expense of some grammar errors (Ellis and Barkhuizen, 2005).

Similarly, prioritizing accuracy could lead learners to face challenges with fluency. These challenges would arise from a lack of actual language practice and use. Thus, to reach a comprehensive level of language mastery, students must ensure a balance between accuracy and fluency. To achieve this, learners need to include designed learning to improve language accuracy and still include practical language use, like engaging in spontaneous conversations, to develop their fluency. The complex relationship between accuracy and fluency enables language learners

the ability to formulate grammatically correct sentences and express their thoughts effortlessly and effectively in any context needed.

1.1.3. Importance of Language Accuracy and Fluency

Accuracy and fluency are two major factors that can significantly determine the success of English language students in their academic futures. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary, while fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, accuracy and fluency are when the speaker can easily read, understand, and respond in the target language clearly and concisely while relating meaning to context. Furthermore, fluency increases as learners go from beginners to advanced levels in reading and writing. Language teachers who emphasize fluency encourage their students to express themselves in fluent English, as they pay more attention to meaning and context and are less concerned with grammatical errors. Balancing the accuracy and fluency should be the main aim of English teachers (Krstinić, 2020).

According to Krstinić (2020), language accuracy and fluency are key skills required to master the target language. Accuracy and fluency determine to which extent learners control the target language's rules, like grammar, vocabulary, sentence structure, and communication skills, including comprehension and effective speech. It is impractical to focus on one aspect rather than the other, as neglecting fluency leads to poor communication skills while neglecting accuracy leads to incorrect language use and results in communication failure.

1.1.4. Factors influencing Language Accuracy

Language learning is a long and complex process that necessitates patience, effort, and vigorous practice. The way to acquire and master a language is influenced by many factors that impact language accuracy. Vocabulary, grammar, and pronunciation are some linguistic factors that influence language accuracy.

Hurd and Murphy (2005) suggest that learners ought to build and activate their "store" of vocabulary; a vital aspect of developing both speaking and writing skills is having the necessary vocabulary to express any situation or emotion the speaker needs. Hurd and Murphy (2005) suggested that the concept of passive and active vocabulary; active vocabulary is the set of terms learners regularly produce and are aware of knowing. Passive vocabulary refers to the terms learners recognize but do not use/produce (Hurd and Murphy, 2005, p. 111). This concept suggest that passive and active vocabulary are the words and expressions language learners pick up from reading, writing, or listening on a daily basis. The distinction is what learners can easily and regularly produce and what they can only recognize as something they have encountered before. Recognizing this concept helps students understand what they can learn easily and over time.

Pronunciation is another linguistic factor that determines the accuracy of a language learner. As Vigoya (2000) states, students who have good speaking accuracy should be able to pronounce words correctly with appropriate intonation and stress patterns.

Furthermore, grammar plays a vital role in language accuracy, as learners must be able to properly produce sentences that conform to the rules of the target language. Cendra and Sulindra (2022) state that language accuracy and fluency require learners' ability to use correct grammar; this includes understanding and forming correct morphological and syntactical expressions (p. 380).

Language accuracy is also impacted by non-linguistic factors such as psychological aspects and contextual influences. Students often suffer from a lack of confidence, low motivation, anxiety, and fear of criticism of their mistakes. As Leong & Ahmadi (2017) suggest, these psychological aspects are a result of several issues like selecting topics that students know very little of, lack of positive feedback, fear of speaking in front of peers and teachers, influence of the mother tongue, and fear of criticism.

Contextual influences include learners' individual levels of accuracy, learning needs, the amount of exposure to the target language, and response to corrective feedback. These influences have a major impact on learners' language accuracy.

1.1.5. Challenges in Achieving Language Accuracy

Reaching language accuracy is a long journey for language learners, a journey that is filled with challenges and obstacles that include linguistic and non-linguistic difficulties. Linguistics challenges include vocabulary challenges, as learners are not generally familiar with Hurd and Murphy's (2005) active and passive vocabulary concepts, as mentioned above. Distinguishing between active and passive vocabulary poses a challenge for many learners. Another linguistic challenge is grammar. Learners face many difficulties in producing syntactically and morphologically correct expressions. Cendra and Sulindra (2022) suggest mastering grammar is a time-consuming process requiring learners to apply language rules in various contexts precisely.

Non-linguistic challenges to achieve language accuracy include psychological aspects like lack of confidence, anxiety, fear of criticism, and lack of motivation. These challenges are sometimes worsened by other circumstances like unfamiliar topics selected by teachers, lack of positive feedback, and fear of public speaking. Such challenges stem from a lack of language practice and insufficient emotional control.

1.2. Speaking Accuracy

1.2.1. Definition of Speaking Accuracy

Unlike other skills learned in a foreign language, like grammar and vocabulary, which learners are always focusing on throughout their foreign language studies, pronunciation/speaking is one aspect of language learning in which learners are not as guided nor provided any structured focus.

Richards, Platt, and Weber (1985) define speaking in relation to fluency, as they describe fluency is the features that give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions (Richards, Platt, and Weber, 1985, p. 108). The researchers assert that in second and foreign language situations, fluency characterizes a level of communication proficiency, which includes several skills like producing written and/or spoken language with ease, speaking with a good (not necessarily perfect) command of intonation, vocabulary, and grammar; communicating ideas efficiently; and producing continuous speech without causing comprehension difficulties or a breakdown of communication (Richards et al., 1985, p. 109).

Shumin (2002) define speaking as a complex process that comprises many aspects, such as verbal communication, which is related to linguistic ability; non-linguistic elements, such as body language and gesture; and other paralinguistic aspects, such as word stress and sentence intonation when they are communicating orally.

Moreover, Torky (2006) state that speaking is one of the four language skills (reading, writing, listening, and speaking). Torky (2006) assert that speaking is the means through which learners can communicate with others to achieve certain goals or to express opinions, intentions,

hopes, and viewpoints. Additionally, people who know a language are referred to as 'speakers' of that language, and in almost any setting, speaking is the most frequently used language skill.

The definition provided by Richards et al. (1985) provide a detailed description of the process of pronunciation and relates fluency to natural and easy communication skills that can only occur through nativelike speaking of the target language. Their definition suggests that fluency in speaking requires making learners' speech smooth and natural by imitating the speaking pattern of native speakers in terms of tone, pause, stress, and speed of talking. For example, using sounds like "um" and "uh" may add an element of authenticity to any accent. Of course, this process takes time, effort, and practice, all of which are possible but cannot guarantee native-like accents.

Similarly, Shumin (2002) define speaking as a complex process that requires both linguistic and non-linguistic elements, suggesting that learners need to incorporate aspects of body language, verbal communication, gesture, word stress, and intonation to achieve speaking mastery. Shumin (2002) assert that speaking is not a mere use of the correct vocabulary but also requires many aspects such as the way learners use their vocabulary, non-verbal cues, and paralinguistic features. This definition provides a deep look into the process of speaking and the many aspects required to learn it: verbal communication, like the active use of language skills, grammar, and vocabulary to express ideas and opinions; non-linguistic cues, like body language, gesture, and facial expressions to convey the intended meaning further; paralinguistic aspects like word stress, tone of voice, and sentence intonation. All these aspects come together to deliver meaning and add emotions to speaking accuracy. This definition may not be the lengthiest, but it dives the deepest into defining speaking accuracy.

The definition provided by Torky (2006) provide a rich view as it describes speaking accuracy as a vital skill in language learning due to its communicative role and being the most used out of the four main language skills. While it introduces speaking accuracy from a general

viewpoint, this definition highlights the essential and indispensable role that speaking accuracy plays as a skill for language learners.

1.2.2. Importance of Speaking Accuracy in Language Learning

Learning a second language comes with a set of requirements and demands to be able to fully comprehend, communicate, and respond in the target language. Speaking accuracy is fundamental to achieving at least two of those demands.

Hurd and Murphy (2005) suggest speaking accuracy is vital to language learners to acquire correct pronunciation. Speaking accuracy helps learners imitate the correct pronunciation (that of native speakers) in terms of several important criteria like word stress, sentence structure, and tone of voice. All these and other aspects of pronunciation are essential to establish clear communication (Hurd & Murphy, 2005, pp. 64–67).

The accurate use of intonation also affects meaning and the way it gets conveyed because if a learner makes too many mistakes in intonation, it results in poor communication, misunderstandings, and difficulty in understanding the intention of the speaker. Intonation is especially important because it can demonstrate the direction of the conversation, such as by posing questions, feeling surprised, or showing gratitude.

Furthermore, using word stress properly (along with intonation) ensures that pronunciation is easier to understand. Moreover, speaking accuracy includes having grammatical precision, which involves a good knowledge of syntax and word formation. This allows learners to follow grammar rules and combine words correctly, which results in establishing correct word order and sentence structure. Similarly, speaking accurately entails having cultural and contextual awareness. This includes understanding formal and informal settings and situational awareness; awareness of these

concepts allows speakers to easily establish effective communication and avoid awkward or embarrassing situations.

1.2.3. Factors Influencing Speaking Accuracy

Speaking is one of the most important skills in second language learning because it secures communication between people. Despite its significance, there is very little emphasis on teaching speaking in second language learning. Evaluating learners' levels and designing targeted tasks to improve each learner's pronunciation is usually time-consuming.

While teaching speaking, teachers encounter many aspects of the language that learners find challenging. Among these challenges are learners' fear of making mistakes when trying to express themselves, lack of confidence, or the use of the mother tongue. Tuan and Mai (2015) suggest that inhibition, lack of topical knowledge, low participation, and mother-tongue use all heavily influence speaking accuracy. They state that inhibition is the first problem that students encounter in class. When they want to say something in the classroom, they are sometimes too reserved, worried about mistakes, and fearful of criticism. Moreover, students often find themselves discussing topics they have not elected and may not be familiar with, limiting their ability to express ideas or formulate opinions. Additionally, uneven participation can be quite unfair to many students as some speakers tend to dominate the conversation, and peers only get to listen and may not get a chance to participate. Furthermore, In classroom group activities, Fitri (2002) suggest that there are several factors influencing speaking accuracy, including:

- Pronunciation: the ability to enunciate sounds and follow proper intonation and word stress in a clear manner.

- Grammar: is the ability to formulate proper morphological and syntactical patterns in various contexts.
- Vocabulary: knowing words to respond to a given situation, which determines whether the learner has certain words available to use in speaking situations.
- Intonation is the pitch of voice, the rise and fall in vocal sounds as the speaker talks.

When discussing speaking accuracy, students have a habit of thinking only of pronunciation and, by extension, vocabulary. Although these two skills are necessary, grammar remains just as significant to produce acceptable morphological and syntactical patterns in any situation needed. Vigoya (2000) state that students with good speaking accuracy should be able to pronounce words correctly with appropriate intonation and stress patterns, use vocabulary to respond to the stimulus appropriately depending on the context and conform to the morphological and syntactical patterns.

1.2.4. Challenges in Achieving Speaking Accuracy

Language learners face many issues that prevent them from reaching speaking accuracy. The linguistic challenges language learners face include difficulty in pronunciation, limited vocabulary, and issues with setting the correct intonation, all of which come together as obstacles that prevent learners from producing proper speech (Leonita et al., 2023). Although focusing on vocabulary and pronunciation would improve speaking accuracy, neglecting aspects like grammar will eventually negatively impact speaking accuracy.

Psychological challenges, like fear of making mistakes, lack of confidence, and anxiety, obstruct learners from actively participating in speaking tasks. Learners' limited knowledge of randomly selected topics, unfair classroom participation, and fear of criticism are difficulties that restrict learners from practicing and improving their speaking accuracy. Using the mother tongue in communication also interrupts speaking accuracy; this reflects learners' lack of confidence and

insufficient vocabulary (Leonita et al., 2023). As a proposed solution, a balanced teaching approach is suggested to include confidence-building strategies and meaningful opportunities for learners to practice speaking in academic settings.

1.3. The Interconnection Between Language Accuracy and Speaking Accuracy

Language learners who emphasize improving accuracy have already mastered other language skills or have reached an advanced level that allows them to focus on accuracy. Ellis and Barkhuizen (2005) suggest learners prioritizing accuracy seek control over other aspects of language they have already internalized (p. 139). Prioritizing accuracy requires good control over various aspects of language, such as grammar, vocabulary, and pronunciation.

Ellis and Barkhuizen (2005) suggest complexity, the extent to which learners produce elaborate language, is a reliable way to measure accuracy as it entails an advanced level of language skills. Complexity also means taking risks and experimenting linguistically, using advanced language spontaneously, and using a wide range of morphological and lexical structures (p. 139). Although learners have shied away from taking risks in using complex language, using advanced language spontaneously is directly related to language accuracy as the latter requires real-time language production without hesitation. Ellis and Barkhuizen (2005) further clarified accuracy can be measured by analyzing the suppliance of grammar structures and forms in required situations or by error analysis, a method that relies on the percentage of error-free sentences, which provides a more general measure of learners' grammatical and lexical abilities.

Wang et al. (2024) studied speaking accuracy and fluency among EFL learners, in which they examined the extent to which speaking accuracy is associated with fluency. Their study findings suggest that there is a strong positive association between higher speaking accuracy and

fluency and greater levels of emotional intelligence (EI), creative thinking (CT), and academic enthusiasm (AE). More precisely, learners with greater EI were able to control their emotions better, which improved their ability to speak clearly and fluently. Speaking performance was improved by those with higher CT as they showed improved problem-solving abilities and linguistic originality. Higher AE was associated with better language practice and competence due to higher desire and participation. These findings reinforce the aforementioned factors that influence language and speaking accuracies; the study by Wang et al. (2024) suggests that emotional intelligence, creative thinking, and academic enthusiasm can improve learners' speaking ability in academic settings.

Pishkar (2017) studied the relationship between ELT students' speaking accuracy and fluency and teachers' oral skill class presentation. This study suggests that the speaking fluency of ELT students increased in several areas, proven by improvements in their vocabulary and comprehensibility. The result of this study highlights the relationship between students' speaking accuracy and fluency at high school and university levels.

There is a clear, undeniable connection between language accuracy and speaking accuracy. This connection emphasizes the need to balance mastering language skills through practice in real-time communication. Many EFL learners prioritize accuracy due to achieving good basis in other aspects of the language, which allows them to prioritize working on their grammar, vocabulary, and pronunciation. As suggested by Ellis and Barkhuizen (2005), language accuracy is a reflection of learners' various language skills, like to what extent they have control over grammar rules; this is reached through using advanced language in real-time scenarios that show learner spontaneity and risk-taking abilities in using complex lexical and morphological structures. Learners' ability to produce error-free sentences and use correct grammar forms is an essential skill to develop

speaking accuracy. As recommended by Ellis and Barkhuizen, this skill requires language production with easy flow and in real-time, with no awkward pausing or reluctance. Wang et al. (2024) further support the relationship between language and speaking accuracy by revealing that there are significant factors that influence both speaking accuracy and language accuracy. These factors include emotional intelligence, creative thinking, and motivation. The study conducted by Wang et al. (2024) suggests that learners with superior emotional intelligence tend to practice more emotional control, which results in learners producing better speech and stronger communication.

Although learners with more creative thinking tend to be better problem solvers and possess extra-linguistic originality, motivated learners, on the other hand, contribute to classroom participation and spend more time practicing the target language, which nurtures speaking competence and confidence. Furthermore, the connection between language and speaking accuracies depends on learners developing their skills in parallel, not neglecting one aspect at the expense of another. The insights gathered from these studies reveal the interconnection between language accuracy and speaking accuracy, as both skills depend on a mixture of intellectual, emotional, and practical skills to achieve effective communication.

Conclusion

This chapter sets the theoretical basis for language accuracy. It defines language accuracy, accuracy vs fluency, and speaking accuracy and reveals the importance of each concept in the field of language learning and their relevance to language learners. The chapter also dives into the dynamic relationship between language accuracy and speaking accuracy to break down the connection between them and relate that connection to language learners.

The next chapter sets the theoretical foundations for the second part of this study's focus: podcasts. The next chapter will define podcasts, dive into their origins, and use them in the field of language education. The chapter will also briefly discuss how to create a podcast, design it for use in FLT, and the importance of podcasts in EFL. Finally, chapter two examines the challenges and criticisms of using podcasts in EFL teaching.

Chapter Two

The Role of Podcasts in Language Accuracy

Introduction

The combination of technology with education has always intrigued researchers and teachers. With every recent technological advancement comes a challenge to implement it into the teaching and learning processes. The case of podcasts is one more of those technological advancements; as podcasting has gained more recognition and popularity, teachers and students have become increasingly interested in utilizing it as a tool to accompany traditional teaching approaches that have become somewhat dated.

As teachers seek to apply podcasts to their courses to improve the learning experience, this can significantly impact learning engagement and exposure to authentic language use in various real-life contexts. Podcasts' availability and accessibility allow learners regular exposure, which can benefit their language accuracy because they can improve their grammar and vocabulary. The flexibility of podcasting allows students to practice their listening accuracy, as they can pause, rewind, or replay any segment of the podcast to practice their pronunciation. Podcasts are a versatile tool that enables learners to focus on specific areas of language accuracy at their own pace and according to their learning needs. This chapter defines podcasts as a tool for EFL learning in teaching in higher education. Additionally, the chapter provides a brief history of podcasting, how to create one, its use in education, its importance, challenges, and criticisms.

2.1. Definition of Podcasts

Rahmia et al. (2021) define podcast or podcasting as derived from the words iPod and broadcasting. The literal meaning of a podcast is a recorded audio file (MP3 format) and is usually distributed and found on the internet (Rahmia et al., 2021, p. 1). Brown (2020) defines a podcast as a noun and a verb that means audio and text production; the noun describes the audio file. The

term podcast generally refers to an episode or series of audio content that can be streamed online, downloaded, or accessed via a subscription service. Brown (2020) state the word podcast was coined by Ben Hammersly, a journalist who published an article in 2004 for the Guardian, who was the first person to use the term; later that year, a blog post used the term, and it caught on since then. Evans (2007) define podcasting as a way of mobile learning that utilizes a technological device to watch or listen to a broadcast. The broadcast is usually available online or downloaded. Evans (2007) further state the term "podcast" is a combination of the brand name of the popular player "iPod" with "broadcast".

These definitions, together, provide a comprehensive definition of what a podcast is; the term originates from the famous iPod, a portable media player and multi-purpose mobile device, designed and marketed by Apple since 2001, and the product has been discontinued since May 2022 ("iPod Definition, Models, & Facts," 2008). A podcast is similar to a radio show; it has episodes and series with optional guests to offer various opinions. However, the major difference is that anyone with a portable recording device and internet access can make and publish a podcast. Evans (2007) defines podcasting as education; he states that podcasts are a tool for m-learning as podcasting is a great way of combining education with technology.

2.2. Origins and Use of Podcasts in EFL

2.2.1. A brief History on the Origin of Podcasts

Brown (2020) state that a podcast combines broadcast and iPod. Journalist Ben Hammersly coined the term in his 2004 article published in The Guardian Daily newspaper. The term was used later that same year in a blog by tech journalist Doc Searls as he described the upcoming popularity of audio-based content. The increased popularity of podcasting came at a time when iPods were

gaining more recognition and had a rise in their iPod sales. In October 2004, Apple had a 66% share of the market for digital music players. In December 2004, 65% of all MP3 players were iPods, and 92% of all hard drive-based music players were iPods (Burrows, 2004; Vence, 2004, as cited in. Shiu, 2011). The rise in consumption of portable media devices reflects the increasing interest in audio-based content.

Brown (2020) further establishes that a Google search of podcasts in 2004 would turn up 24 results; by December 2005, the same search would result in over 100 million results. Oxford English Dictionary added the term "podcast" in August 2005, making it an unofficial place in the culture and modern society.

Podcasting is a practice that gained increasing popularity and has been adopted by the masses; it is a product of technology, society, and culture. Thus, it is not easy to track down its first use as it was not invented but rather a product of its age. Brown (2020) assert that not one person "invented" podcasting; its popularity is largely the contribution of 2004 technology that was a result of the introduction of RSS file format, a rise in users of multimedia computers and MP3 players, and the availability of faster broadband that supported the easy downloading and streaming of the audio files.

Because the initial popularity of podcasts was linked to iPods, the technological advancements of the device further added to its recognition and use. Brown (2020) suggest that Apple witnessed an age of amateur audio content and a growing interest in podcasting, so as of 2005, Apple officially added podcasts to their online store. This move contributed to adding a layer of professionalism to creating podcasts. Recent technology has provided people with smartphones, another portable device that has made podcasting increasingly efficient and available. With smartphones came social media platforms like Facebook (2004), Twitter (2006), and Tumblr

(2007), which made finding production and listeners even easier, making podcasting the new trend, especially since people were increasingly interested in sharing their stories and experiences online.

The release of the spin-off show "Serial" marked a shift in the classification of podcasting as radio and is seen as a major turning point in podcasting's history. The twelve-episode podcast was released in November of 2014 and gathered five million iTunes downloads in record time and, ten years after the inception of the medium, ushered podcasting from a niche format to a mainstream platform. The show "Serial" merged personal storytelling, serial structure, and the true crime genre in recounting the story of the conviction of a teenager for the murder of his former girlfriend (Brown, 2020).

The show "Serial" was rooted in traditional public broadcasting networks, and it succeeded thanks to characteristics tied specifically to podcasting. Generally speaking, podcast producers are not bound by the norms and traditions of radio as they are not obliged to abide by any guidelines or limit their content length. Podcasts provide a free outlet for producers to allow for ad breaks and do not require audiences to listen at a predetermined time; their listeners are usually more active and engaged than radio listeners because they seek their preferred content instead of passively consuming the flow of a live radio broadcast.

Podcasts are listened to on personal devices like iPods, iPads, iPhones, or any smartphone. This availability and accessibility add a personal touch to the experience that cannot be found with traditional radio. Thus, podcasting builds on the established intimacy of radio by creating a deeper connection between podcast hosts/producers and their listeners. Additionally, although not every podcaster is an amateur or semi-professional, the process still permits production in any setting, such as a room, house, studio, or public. This creates a "double-end domestication or privatization of the experience where both the production and the consumption occur in the private spaces of homes or the headphone-wearing consumer" (Berry, 2016, p. 14).

One of the most unique qualities of podcasting is its episodic distribution via RSS feed that pushes audio to listeners regularly that they can consume anytime, anywhere (Berry, 2016, p. 14, Bottomley, 2015, as cited in Brown, 2020).

2.3. Using Podcasts in Education

2.3.1. The Advantages of Audio Content in Education

Research has proven that audio files have more impact on students than printed materials or traditional teaching methods. One of the many pedagogical benefits is that the spoken word has more influence on cognition and motivation, as it adds clarity, meaning, and directness of speech. This impact is a direct outcome of the power of sound, it has a personal touch that allows people to adjust intonation, inflection, phrasing, pacing, volume, loudness, and timbre (Tatnall and Jones, 2009).

The Scottish Council for Educational Technology (1994) state that:

Audio content is a powerful medium for conveying feelings, attitudes, and atmosphere. The ability to stop, start, and replay also makes it appropriate for students with special needs or challenges, which is another great advantage. (Tatnall and Jones, 2009, p.3)

2.3.2. Podcasts in Education

According to Brown University's website, one of the very first academic institutions to use a podcast in higher education is Duke University in North Carolina, USA. The university experimented in the fall of 2004, distributing over a thousand iPods to first-year students for personal and educational purposes. They found that, after one year, 75% of the tested students used their iPods during their classes and for studying in their personal time. The university then integrated iPods into their course design, and almost fifty of their courses used iPods with both

student- and faculty-produced podcasts as an element of these courses (Todd, 2005). The study conducted by Evans (2008) on the effectiveness of mobile learning in the form of podcast revision lectures in higher education examined the efficiency of podcasts as a mobile learning tool and provided 200 selected students with revision podcasts relevant to their studies. The revision podcasts were made to help students prepare for exams.

The study found that students positively responded to the podcast revisions and rated them as more efficient and effective revision tools than textbooks. Students claimed that the revision podcasts were even more useful than their notes and indicated that they were more interested and drawn in by podcasts than lectures and textbooks. Furthermore, students praised the flexibility of the materials and how much time they saved in retaining the same amount of usual information, as opposed to the traditional ways of note-taking and summarizing lectures.

Another study by Djouama (2023) investigated the influence of podcast instruction on EFL learners listening skills through a mixed method approach, in which the researcher conducted a pre- and post-podcast evaluation on 27 learners to assess their listening skill improvements. The researcher also interviewed teachers for their insights on using podcasts in EFL teaching. The findings confirm that participants improved their listening skills after podcast implementation. Teachers expressed positive attitudes towards podcasts as an extra tool to improve listening skills among EFL learners.

Duke University pioneered utilizing podcasts as a medium for education, particularly in higher education. It paved the way for students and teachers to create educational podcasts and integrate them into their course design. Similarly, Evans's (2008) study suggest podcasts benefit students, especially in areas like effectiveness and time management. This study emphasizes the

educational role of podcasts and the advantages they offer to adult learners in higher education. Likewise, Djouama (2023) found that podcasts have a positive impact on improving listening skills in the field of EFL learning and teaching. These findings emphasize that EFL learners increased participation, engagement, and interest. Students were willing to use podcasts in courses and revision, further solidifying the advantages of integrating podcasts into EFL courses.

2.4. How to Create and Use Podcasts in Teaching

The availability of portable technological devices like smartphones and laptops makes podcasting accessible and easy. Nowadays, people do not need an iPod to record or broadcast a podcast. Whether a podcast is meant for academic purposes or entertainment, the production and publishing process remains the same.

Teachers ought to be careful not to recite their lectures when creating a podcast. Instead, they should find appealing and innovative ways to present the lesson through interesting auditory content. Zijp & Karreman (2020) suggest some teachers use podcasts as a replacement for classroom sessions, and teachers should not just dictate the lecture and turn it into audio but translate it into an appealing podcast. "The more expanded version of podcasts as a replacement for lectures are the so-called 'podcast lectures'", which is a lecture that has some audio clips and fragments, followed by slides and the chance to ask questions. Andersen and Dau (2021) suggest podcasts are not very useful tools for transferring information from teachers to students, but they can also provide chances for students to make their own podcasts. This way, students can familiarize themselves with their possible future field of work or find more interesting ways to study and research.

Teachers must meticulously study the content of podcasts to provide students with relevant lectures. Tatnall and Jones (2009) state the length of a podcast should be directly related to its

content and purpose to have the highest efficiency level. In a practical study, Lee and Chan (2007) created structured podcasts in the form of talkback radio-style segments, each segment consisted of 3 to 5 minutes. Their study found that the podcast had a positive impact on the majority of the participant students, as they provided positive feedback that the podcast reinforced their learning and presented the learning materials in a clear way. It is noteworthy that Tatnall and Jones (2009), based on a literature review of many studies, classified podcast length as short (1-5 minutes), moderate (6-15 minutes), and long (more than 15 minutes). They also presented some recommendations for creating an effective podcast:

- A podcast should have technical quality. This means there should not be any background noise, tinny-sounding, verbal mistakes, or interruption to the flow of the podcast.
- Keeping a certain level of energy is important to keep listeners engaged.
- The podcast should have a beginning, a middle, and an end. Teachers must plan their content and keep the podcast flow steady and according to plan.
- If the podcast contains music, it should follow its style and spirit.

2.5. Importance of Podcasts in EFL Teaching and Higher Education

The blend of technology with education is a new trend. Teachers have been increasingly integrating technological elements in classrooms to help improve learners' attention spans and motivate them. Many researchers assert that podcasts are used in education for different purposes (Evans, 2007; Lee & Chan, 2007; Tatnall and Jones, 2009), making a podcast taxonomy in teaching and learning useful and necessary.

As podcasts are progressively integrated into higher education, lecturers use them for various purposes. Tatnall and Jones (2009) suggest that teachers regard introducing podcasts in their course design as a "very positive experience" and consider them an efficient tool to deliver

content. Student feedback confirms the effectiveness and accessibility of podcasts, though teachers complained that podcast making and production are time-consuming and lack recognition of their teaching efforts. Despite these disadvantages, lecturers state that they intend to keep utilizing podcasts, thanks to the results they have achieved.

Andersen and Dau (2021) reviewed podcasting's role as a learning medium in higher education. This study provides a valuable perspective on podcasts' role in higher education. Their study suggests that podcasts motivated EFL students in reflective learning and encouraged critical thinking skills to link classroom knowledge with practical application. Another of their findings was an increase in class participation and course preparation; students better understood their lectures when they listened to relevant pre-class content and even participated more. Moreover, the podcast allowed students to move from theoretical knowledge to practical scenarios and transform academic learning into real-world application.

Furthermore, podcasts proved to be a good complement to traditional teaching because they provided an additional touch of engagement and understanding and helped support students' grasp of knowledge outside classrooms. Additionally, podcasting improved positive reception among EFL students; the surveys conducted showed how well students perceive podcasts as a tool to enhance their learning experience. These findings suggest that podcasts are an effective tool to promote reflective learning and enhance class preparation and participation; this tool is also appropriate to accompany traditional teaching methods in EFL settings, making podcasts a valuable tool for language acquisition and professional skill development, especially in higher education.

2.6. Challenges and Criticisms of Using Podcasts in EFL Teaching

Although the use of podcasts has been positive in most cases, especially in higher education, there remain challenges in application and criticisms against implementing it into courses.

Lazzari (2008) state that, except for some studies that mostly only survey students' and teachers' perspectives and views on the use of podcasts, there remains a scarcity of research on studies examining its effect on student learning and teacher use in course design. Other studies focus on other aspects, such as the technicality of podcasting (audio or video quality and other issues). There is no denying that a few studies provide perspective into some issues relating to its use in higher education and its influence on the traditional lecture (Lazzari, 2008, as cited in McGarr, 2009).

Lee and Chan (2007) state in a study in which podcasting was implemented to provide additional content to distance learning students in an Australian university, their research examines the level of interest, perceived value of the podcasts, and students' preferred way of using the podcasts. This case study used short podcasts (3-5 minutes) in talkback radio-style segments. The research depended on an online survey distributed to 39 students; some of them were later interviewed. 89% of participants stated they listened to at least three podcasts many times, and the rest stated they downloaded 8 or 9 podcasts to listen to them. The students reported using a home computer to access these podcasts, unlike other studies where participants are invited to use the podcasts on mobile devices. Lee and Chan (2007) claim that the interviewed participants were very interested in the listening activity and did not multitask during their listening of the podcasts, and they treated the listening session as a formal and deliberate learning activity (Lee & Chan 2007). Their study suggests that students focus on listening to podcasts as an activity on their own, not multitasking or "on the go," as suggested by the study. The sampled students confirmed their need to focus on the podcast, take sufficient time, repeat multiple times, or download them for later use at home and more comfortably. These findings are contrary to the assumption of podcasting's availability and accessibility, as learners need to find ways to adapt and use this technology.

Several studies highlight the challenges and criticisms associated with using podcasts in educational settings and EFL teaching. The common criticism is the limitations presented by podcast use as an additional or substitutional tool rather than a comprehensive replacement for traditional learning methods. The study by Huntsberger and Stavitsky (2007) suggests that, despite being beneficial to learning and revising, yet 40% of students used podcasts as a substitute for textbooks, creating an issue in content engagement and participation. The study discusses challenges for teachers to balance the podcast content so it complements rather than replaces core materials (Huntsberger and Stavitsky, 2007).

Some students prefer more traditional resources over podcasts for particular tasks. As Lazzari (2008) suggest, students regard podcasts as part of their learning but still prefer taking notes to retain study materials. Similarly, the study by Bongey et al. (2006) found that 94% of participants preferred traditional lectures over podcasts and regarded podcasts as extra resources rather than a primary learning tool (Bongey et al., 2006, as cited in McGarr, 2009, p. 316). The findings of this study suggest that podcasts may not fully fulfill all students' learning preferences or needs, despite being useful and providing accessibility.

Aspects like accessibility and portability also present challenges; Evans (2008) remarked that a majority of students listened to podcasts using their computers and not their mobile devices, limiting the feature of flexibility and "on-the-go" advantages that are usually associated with podcasts. This creates a misconception of the expected benefits of mobile learning and real-life use. Copley (2007) also states that very few students used podcasts in an actual mobile learning context, preferring to listen while stationary and engaged in focused study rather than multitasking (McGarr, 2009).

Additionally, the effectiveness of student-created podcasts has been a subject of debate. While Lazzari (2008) identified some basic benefits like enhanced critical thinking and language skills, podcasting often consumes time, demands effort, and requires technical skills from students and teachers. Moreover, podcasts may not be equally beneficial for all learners. Likewise, the effectiveness of such activities relies heavily on proper training and instructor support; these demands create logistical challenges in resource-limited educational contexts (McGarr, 2009, pp. 315-317).

These studies focus on the most criticized podcast shortcomings and negative aspects and suggest that the integration process must be cautiously planned to face these challenges and minimize their negative influence. Major disadvantages include podcasts being used as a substitute for traditional teaching approaches like classroom lectures or to enable and encourage student-created content. Podcasting has great potential to impact students' learning experience positively, yet it reinforces the worst aspects of the broadcast learning model. These disadvantages may result in the unsuitable use of these podcasts. Many other educational technologies in the past also had challenges and disadvantages. However, the eventual use of podcasting and its influence on the traditional teaching approach could not be determined by the potential of the technology but rather by how it is perceived within the institution by both teachers and students. Its use will be strongly influenced by the dominant pedagogies employed in these contexts (McGarr, 2009).

2.7. Language Accuracy and Technology: The Role of Podcasts in EFL Learning

As mentioned, podcasts have found their way into lecturers' teaching approaches and students' learning techniques. They play a vital role in improving learners' language and speaking accuracy by enabling them the necessary exposure to language in real-life situations. Evans (2008)

and Huntsberger and Stavitsky (2007) argue podcasts provide learners the chance to communicate with native or non-native speakers, which in turn improves their speaking and language accuracy by working on their pronunciation, grammar, and vocabulary. Unlike traditional EFL teaching methods that tend to be more theoretical, podcasts allow learners to focus on listening, practice speaking, and improve their overall language accuracy. These advantages allow learners to enhance particular linguistic aspects they usually struggle with.

Additionally, podcasts work as an additional tool complementary to traditional teaching; instead of a replacement, they reinforce the systematic rules of the target language, like morphologic and syntactic structures and grammar rules necessary to improve language accuracy among EFL learners.

The audio nature of podcasts, accessibility, and availability create an immersive experience for language learners; this experience nurtures language awareness and helps students learn and self-improve the proper structures by applying them as soon as they hear them on podcasts. As a result, podcasts are an excellent tool to improve listening comprehension and help students develop their accuracy and fluency in the target language.

Applying and integrating podcasts into course design still poses challenges, as some studies have suggested. Lazzari (2008) state there have not been enough studies on the impact and application of podcasting in EFL teaching and learning. He suggests that the available studies on podcasting are limited to the personal views of teachers and students who participated in practical studies. Huntsberger and Stavitsky (2007) argue the efficiency of podcasts is undeniable, yet some students still prefer traditional teaching approaches like attending lectures and taking notes, making the integration of podcasts into the syllabus challenging for this category. The study by Bongey et al. (2006) also confirm podcasts do not fully fulfill every student's learning despite being effective and useful. Evans (2008) negated the availability and accessibility of podcasts as he asserted that

most students used computers to access podcasts, not their mobile devices. Furthermore, student-created podcasts are debated because student content is not always engaging, relevant, or focused on academic materials.

Conclusion

This chapter sets the theoretical basis for podcasts and their role in language accuracy. The current chapter defines podcasts as a term from multiple sources, discusses its origins and uses, and provides a brief history. The chapter also examines how to create a podcast, its importance, and challenges and criticisms. The final part of the chapter establishes the link between podcasting and language accuracy.

The next chapter sets the practical section of this study. As the third and final part of this study's focus, the next chapter will observe the impact of podcast-based listening activities on the language accuracy of linguistic students by implementing relevant podcast content for second-year linguistics students at Mohamed Khieder University.

The following practical chapter will define research methodology, design, describe the implemented podcasts and test design. The practical chapter will decide which relevant podcasts to use and implement them, observe students, provide pre-and post-test remarks, and interview teachers' perspectives to study the full impact on their student levels and fully evaluate the full influence of podcasts on EFL learners. The following section will relate all three chapters together and conclude with a discussion of the findings to establish the results obtained from the practical study.

Chapter Three

Field Work

Introduction

This chapter presents the research methodology and investigates the impact of educational podcast lessons on language accuracy among EFL students through a mixed approach. The current chapter answers the research questions and tests the hypothesis that educational podcast lessons can positively influence EFL students' linguistic terminology, comprehension, and accuracy in use at Mohamed Khieder University. The hypothesis is that educational podcast lessons enhance students' grammar, pronunciation, and general listening comprehension. The questions this chapter aims to answer include: How can educational podcast lessons affect the language accuracy of second-year EFL students? In what ways is language accuracy most influenced by educational podcast lessons? Are there noticeable improvements in language accuracy after engaging with educational podcast lessons among the sampled students? The research process for this work included studying the body of literature regarding educational podcast use in higher education, gathered relevant educational podcast content to present to the sampled groups, studied previous researchers' findings, gathered data from the pre and post-test groups, and analyzed the findings. The chapter concludes with data analysis and future recommendations, in which it explained the research results and discussed the findings to answer the research question, tested the validity of the hypothesis, and guided future researchers on the outcomes of this research and its limitations.

3.1. Methodology

This research utilized a mixed method and a quasi-experimental design with non-equivalent groups. Through an observation grid, the pre-test assessed students' competencies, such as their language accuracy. The observation grid also has a section that evaluated participants' progress after implementing educational podcasts in the classroom. Students were then divided into two

groups to take written and oral tests. The first group engaged in activities that included educational podcast lessons for three weeks, specifically chosen educational podcasts on structuralism, behaviorism, word stress, and several similar topics from students' lectures. The students were also instructed to listen to the educational podcasts at home and listen carefully for keywords to be tested on and later inquired about. The contents of the educational podcasts were introduced during classroom discussions.

After the educational podcast lessons, a post-test was implemented to observe and evaluate language accuracy improvements in all the sampled students, and collected data was compared to evaluate the impact of educational podcast lessons on second-year EFL students at the University of Mohamed Khieder.

3.1.1. Data Gathering Tools and Rationale

This research employed several data-gathering tools:

- **Educational podcasts:** This study uses a carefully selected collection of academic educational podcast clips on structuralism and behaviorism lessons relevant to EFL. This is the primary auditory source for the educational podcast lessons of the quasi-approach group. Although they align with the curriculum, the educational podcast episodes are cut into several clips for better comprehension and smoother use in the classroom due to their lengthy nature.
- **Rationale:** This tool allows the researcher to provide relevant academic content for the sampled students to ensure interest, motivation, and engagement with the experiment. The choice of native speakers' content deliberately exposes students to authentic language and speech patterns. Cutting the episodes is also essential to produce manageable content.

- **Classroom observation:** The researcher observed and evaluated second-year students' language level, listening skills, attendance, and language accuracy during the educational podcast lesson activities and used an observation grid to assess students.
- **Rationale:** Classroom observation is an essential tool that allowed the researcher to directly evaluate the students' levels in real-time as they are taking the evaluation tests and during the exposure to educational podcast lessons. The observation grid is a systematic way of keeping records of each student's language use as they interact. This is a qualitative method that provides a valuable addition to the authenticity of the experiment.
- **Written tests:** Both pre- and post-tests were implemented in both groups to assess the student's language accuracy and improvements, mainly focusing on listening skills and language accuracy.
- **Rationale:** Written tests are another tool the researcher employed to assess the targeted linguistic features. Pre-tests ensure the evaluation of student skills prior to treatment, and post-tests evaluate improvements after the educational podcast lessons. This quantitative method demonstrates students' progress in language accuracy before and after the treatment.
- **Oral tests:** The researcher also implemented pre- and post-oral tests on a different group of second-year students. The oral test evaluated students' listening and speaking skills pre-and post-implementation of educational podcasts.
- **Rationale:** Oral tests are a way to evaluate and measure the improvements in students' speaking skills. Pre-testing was conducted during the first session of the implementation of educational podcasts. In contrast, the second was implemented a week after homework was given out, and a second session of educational podcasts was held. This method is a great way to observe students' progress regarding their listening comprehension and improved speaking skills.

3.1.2. Data Gathering Tools Description

3.1.2.1. Observation Grid Description

The observation grid designed for this research study was based on student needs and the researcher's primary area of focus. The observation grid has three sections: the first is dedicated to participants' information, the second is to instructions and guidelines, and the third is to student assessment. The assessment area was divided into two sections of observation: linguistic elements and interaction and engagement. The linguistic elements include grammar, vocabulary, pronunciation, fluency and accuracy, and listening comprehension. The interaction and engagement elements include motivation, participation, and comfort level. The researcher evaluates each event and student skill in actual trial-time sessions 1/5.

3.1.2.2. Written Test Description

The written test included open-ended questions to assess students' understanding of key linguistic concepts related to their linguistic lectures. The written test covered structuralism, behaviorism, and linguistic relativism alongside figures like de Saussure and Bloomfield. Furthermore, the test explored phonological elements like stress patterns in English words and sentences. To assess them thoroughly, students were asked to provide brief explanations and examples demonstrating conceptual knowledge and applied linguistic awareness. The test was graded out of a total score of 10 points.

3.1.2.3. Oral Test Description

The oral test consisted of two parts. In the first part, students were asked to choose and answer one question related to key linguistic concepts, such as Saussure's dichotomies or differences between American and European structuralism. In the second part, they answered follow-up questions about word stress and phonetic transcription. All responses were given orally

and evaluated based on clarity, accuracy, and pronunciation. The oral test was also graded out of a total score of 10 points.

3.1.3. Sample/Population

The sampled students were second-year EFL students at the University of Mohamed Khieder. Second year class includes 334 students of English. The research depended on voluntary participation, so 19 active participants in the observation grid (absent students not counted), 38 students for the written tests, and 42 students for the oral tests all volunteered.

3.2. Findings

3.2.1. Test Scores: Pre-Test Results

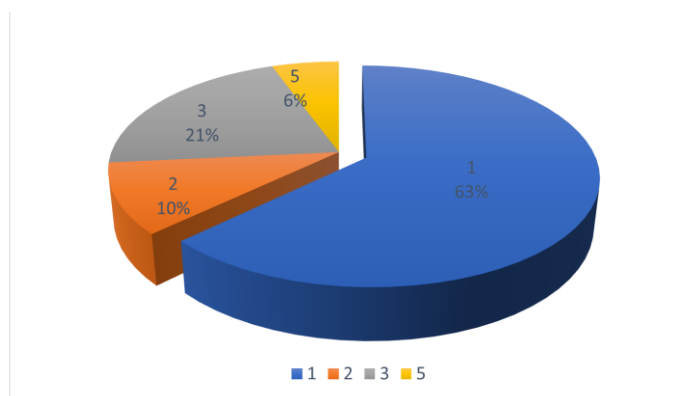
This section provides the participants' pre-test results. These results demonstrated the students' initial level prior to exposure to the educational podcasts or any testing. The results were gathered through the observation grid and written and oral tests.

3.2.1.1. The Observation Grid Pre-test

The observation grid included several sections to evaluate students' grammar accuracy, vocabulary use, participation, and comfort level during real session time. The researcher evaluated participants on a scale of 1 to 5. These observations occurred during the first session of implementing the educational podcasts.

- **Grammar Pre-test Results:**

Figure 1 Pre-Test Grammar



The graph above demonstrates the pre-test results of student level in grammar skill during classroom discussions and participation. The figure states that 63% of students have poor grammar skills because the researcher only gave them a 1/5, the minimum score. Moreover, 21% of participants received a 3/5, 10% received 2/5, while only 6% got the full mark of 5/5.

- **Vocabulary Pre-test Results:**

Figure 2 Vocabulary Pre-test Results

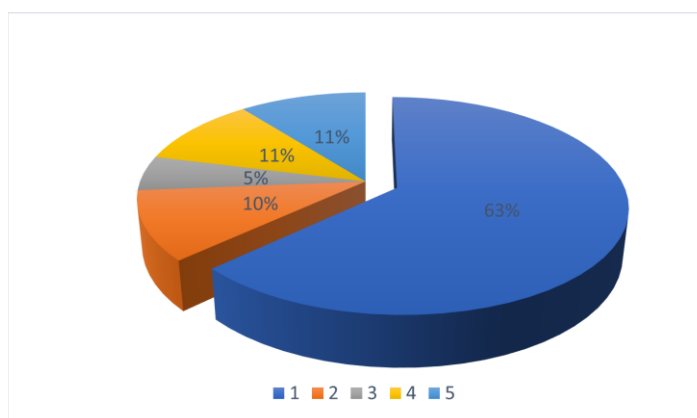


Figure 2 shows the pre-test results of participants' levels of vocabulary use; 63% received poor results and received 1/5, while 11% received 4/5 and 5/5, 10% received 2/5, and only 5% got 3/5.

- **Participation Pre-test Results:**

Figure 3 Participation Pre-test Results

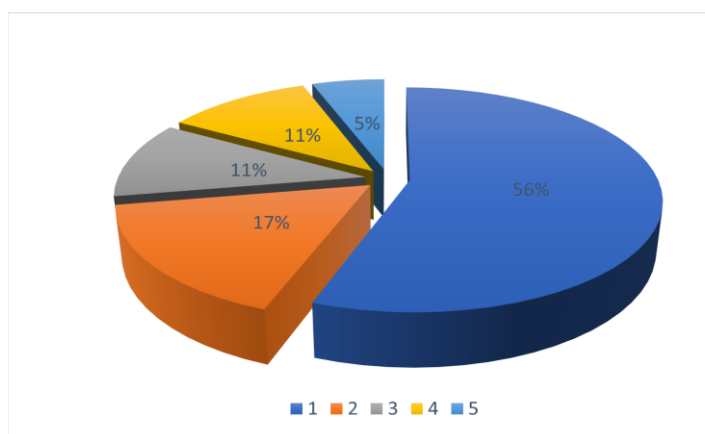


Figure 3 shows the pre-test results of participation among second year students. 56% of sampled students got a poor score in participation 1/5, 17% of students got the score of 2/5, 11% of students got 3/5 and 4/5 respectively, and 5% of students were very active and got the full score of 5/5.

- **Comfort Level Pre-test Results:**

Figure 4 Comfort Level Pre-test Results

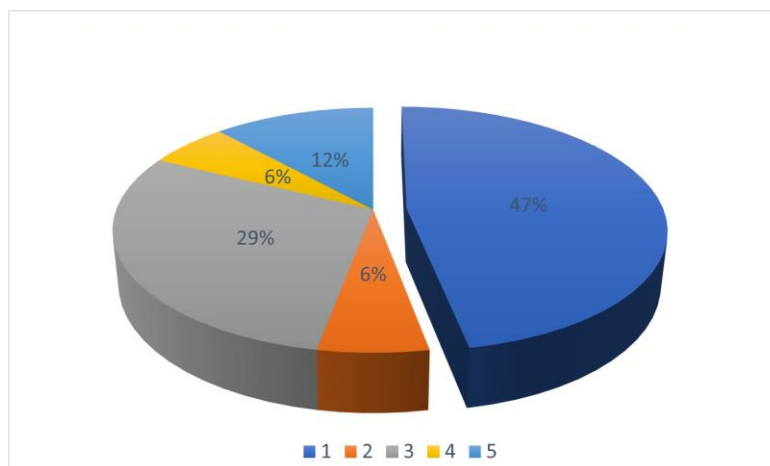


Figure 4 details the pre-test results of students' comfort levels during class discussions and activities. 47% of students show little levels of comfort and received a score of 1/5, 29% of students received 3/5, 12% got the ideal score of 5/5, and 6% received 2/5 and 3/5 respectively.

The results of the pre-tests for the observation grid show various levels of fluency among the sampled students. For vocabulary, 63% of students received the lowest score of only 1/5, showing very low grammar skills and only 6% receiving a good score of 5/5. The remaining students received 21% received 3/5, and 10% received 2/5 suggesting that many students have intermediate levels in grammar. Vocabulary use also showed that the majority of students; 63%, received the lowest score of 1/5, while 10% of students received 2/5, 4/5, and 5/5 separately. 5% of students received 3/5.

Additionally, the results of pre-testing student participation showed that 53% of students received a very low score of 1/5, meaning they rarely ever participate in classes, while 15% received 2/5 and 4/5 separately. Only 10% of students received 3/5, while 5% received 5/5. The results show that the majority of students are passive and do not take part in class discussions and

activities. The results of pre-test comfort levels with students showed that 42% of them showed little to no comfort in the class and received 1, while 26% of them received a moderate score of 3/5 showing some levels of comfort in class. 15% of participants received 4/5, showing they are relaxed in classes, 10% received 5/5, and 5% received 2/5. The results suggest that many students find difficulty in being comfortable during classes.

3.2.1.2. The Written and Oral Pre-test Results

After entering data and calculating each percentage, the researcher conducted several calculations to find the mean, median, mode, min, max, and standard deviation for each test, both written and oral, for the two sampled groups of participants. These descriptive statistics help the researcher understand how and why the students performed on each test to perform a comparative statistical analysis later on. The following tables present the pre-test stats for the written and oral tests implemented for the sampled groups.

Table 1 G1- Written Test, Pre-test Results

Statistic	Value
Mean	4.359375
Median	5
Mode	5
Minimum Score	0
Maximum Score	9
Standard Deviation	2.222446

These pre-test results for group 1 written test show students' average scores (mean) are 4.36, which indicates that they have a moderate overall performance before the educational podcast lessons. The median and mode are both 5, suggesting that most students scored around the middle of the scale. The minimum score is 0, showing that at least one or two students received this score and has struggled significantly, while the maximum score of 9 suggests that some students had a strong performance. The standard deviation is 2.22, this indicates there is a moderate amount of variability in how students performed meaning that some students did very well while others scored much lower.

The written tests were accompanied by oral evaluation to get a comprehensive assessment of student levels. The following table presents the data gathered from assessing their listening comprehension and speaking skills during class sessions.

Table 2 G2- Oral Test, Pre-test Results

Statistic	Value
Mean	5.970588
Median	6
Mode	9
Minimum Score	0
Maximum Score	9
Standard Deviation	2.467796

The oral pre-test scores for Group 2 show the mean score of about 5.97, which indicates that students have performed slightly above the intermediate level. The median is 6, confirming that half the students scored 6 or higher. The mode is 9, indicating that 9 is the most frequent score and shows that some students achieved very high performances. Though, the minimum score is 0,

indicating that at least one student faced considerable difficulty. The maximum score is 9, and the standard deviation is 2.47, these scores reflect the noticeable difference in the scores and how some students performed very well while others performed badly.

3.2.2. Test Scores: Post-Test Results

This section provides the post-test results for the participants after implementing the podcasts and recommending participants to listen to the podcasts outside the classroom like during weekends and after going home. The post-test results are regarding the same group of students whom were observed and evaluated using the observation grid, and the ones who completed the written and oral tests. The results are gathered through the observation grid, written test, and oral test.

3.2.2.1. Observation Grid

This test method showed the passiveness of participating students as the researcher was asking them questions on the podcast content they were exposed to; the students were not motivated to participate or answer the questions. Students' lack of motivation is a result of their lack of interest in the type of educational content, as they are more used to a certain type of podcasts that include entertainment, fashion, gossip, sports.

3.2.2.2. Post-test Results

The observation grid included post-test sections to evaluate students' pronunciation, fluency and accuracy, listening comprehension, and motivation to learn during real time sessions. The researcher evaluated participants from a scale of 1 to 5. These observations occurred during the several sessions of implementing the educational podcasts.

- **Post-test Pronunciation**

Results:

Figure 5 Post-test Pronunciation Results

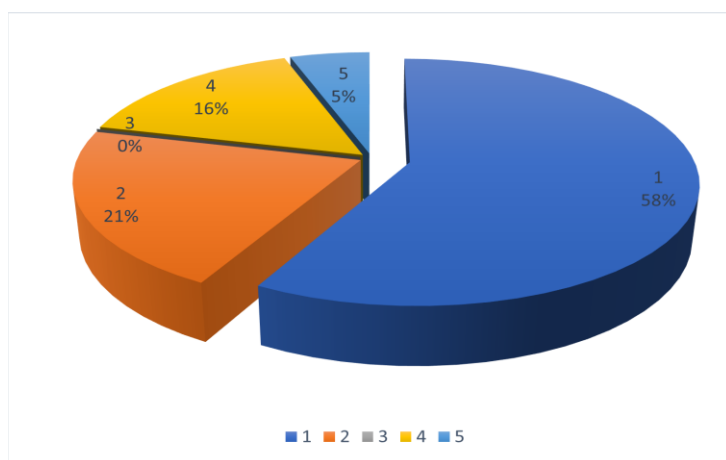


Figure 5 presents the results for post-test pronunciation evaluation. 58% of students received the low score of 1/5, 21% received 2/5, and 16% received the good score of 4/5. Moreover, only 5% of participants received the ideal score of 5/5 showing good pronunciation levels.

- **Post-test Pronunciation Fluency and Accuracy Results:**

Figure 6 Post-test Fluency and Accuracy Results

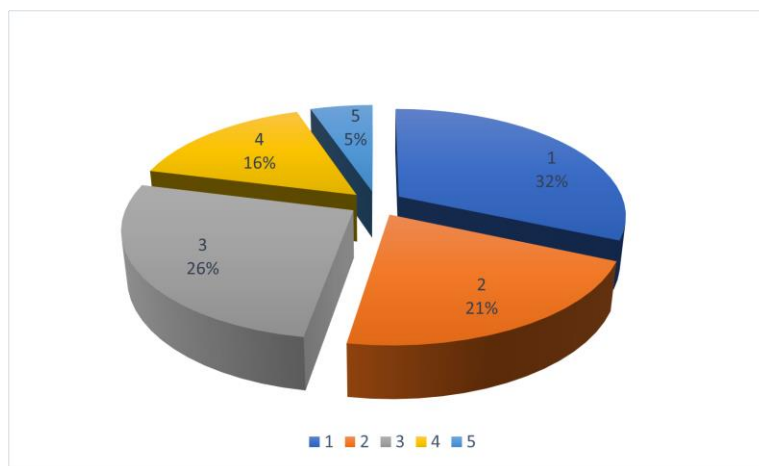


Figure 6 shows the post-test results for fluency and accuracy levels among the participants. The majority of students 36% received a score of 1/5, 26% received 3/5, 21% received the low score of 2/5. Additionally, 16% got the score of 4/5, and 5% got 5/5.

- **Post-test Listening Comprehension Results:**

Figure 7 Post-test Listening Comprehension Results

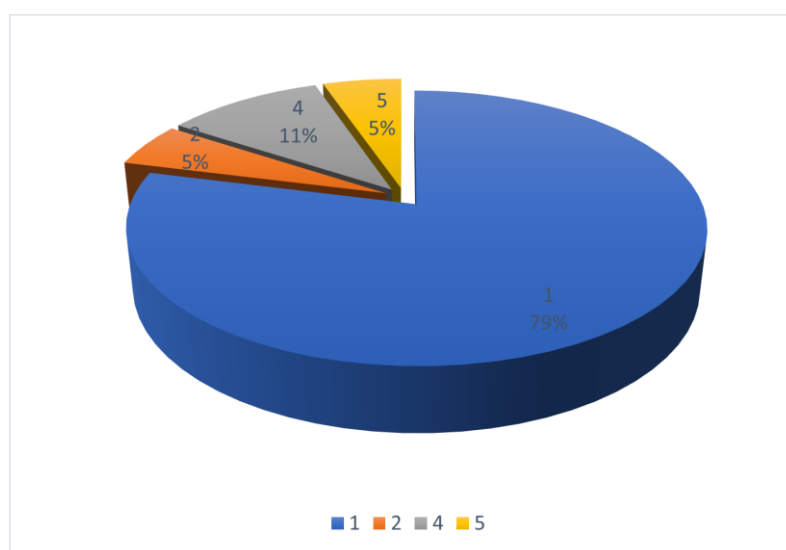


Figure 7 shows the results of listening comprehension post-tests; displaying a majority of 79% of students receiving the score of 1/5. Furthermore, 11% of participants received 4/5, and 5% received 2/5 and 5/5.

- **Post-test Motivation Results:**

Figure 8 Post-test Motivation Results

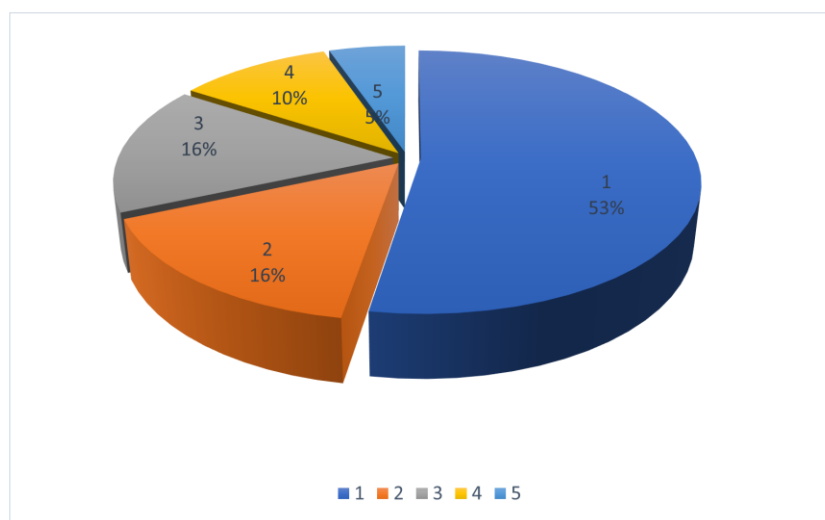


Figure 8 demonstrates the post-test results of student motivation to learn and participate. 53% of students received the low score 1/5, 16% received 2/5 and 3/5 respectively. 10% of participants received a good score of 4/5, and 5% received the ideal score 5/5.

3.2.2.3. Comparing Written and Oral Post-test Results

After implementing the educational podcasts, gathering, and entering data; the researcher extracted the data and analyzed it. In order to compare the post-test results, this section includes statistical data like the mean, median, mode, minimum, maximum, and standard deviation for each test, both written and oral, for the two sampled groups of participants. These descriptive statistics help the researcher understand how and why the students performed differently on each test to be

able to perform a comparative statistical analysis. These following tables present the post-test stats for the written and oral tests implemented for the sampled groups.

Table 3 G1- Written Test, Post-test Results

Statistic	Value
Mean	6.25
Median	6.75
Mode	8
Minimum Score	0
Maximum Score	9.5
Standard Deviation	2.30722254

The post-test results above indicate a reasonable amount of improvement in group 1 written performance after the intervention (podcast implementation). The mean score rose to 6.25, compared to the pre-test average (4.3). The median score of 6.75 shows that at least half of the students scored above that point, suggesting a general upward shift in performance (pre-test median was 5).

The mode, most frequently occurring score, is 8, reflecting that a number of students reached relatively high achievement levels compared to initial pre-test results. Despite this progress, the minimum score remains low (0), showing that not all students benefited from the intervention. The standard deviation of approximately 2.31 suggests a variety of scores, which could be attributed to varying levels of student engagement, initial proficiency, or familiarity with podcasts as a learning tool.

The written tests were accompanied by oral evaluation to get a comprehensive assessment of student levels. The following table presents the data gathered from assessing group 2 listening comprehension and speaking skills during class sessions.

Table 4 G2- Oral Test, Post-test Results

Statistic	Value
Mean	5.970588
Median	6
Mode	9
Minimum Score	0
Maximum Score	9
Standard Deviation	2.467796

The oral pre-test scores for Group 2 show the mean score of about 5.97, which indicates that students have performed slightly above the intermediate level. The median is 6, confirming that half the students scored 6 or higher.

The mode is 9, indicating that 9 is the most frequent score and shows that some students achieved very high performances. Though, the minimum score is 0, indicating that at least one student faced considerable difficulty. The maximum score is 9, and the standard deviation is 2.47, these scores reflect the noticeable difference in the scores and how some students performed very well while others performed badly.

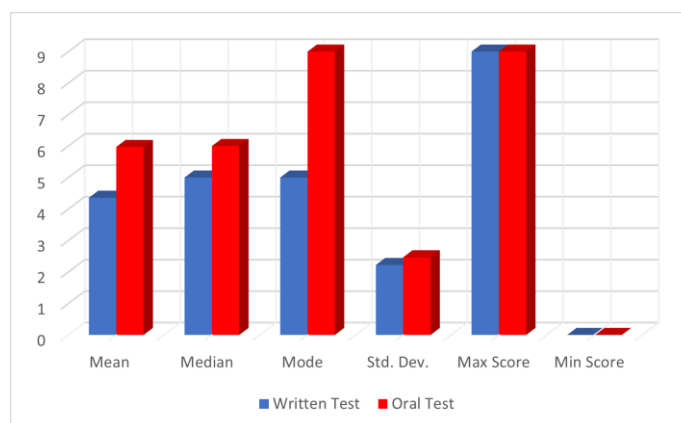
Comparing the written and oral post-test results reveals important insights into the effectiveness of the educational podcasts on student performance. For Group 1, the written test scores show an improvement, with the mean score rising to 6.25 from 4.3 in the pre-test, indicating

their progress. The median score of 6.75 suggests that at least half the students scored higher than their pre-test performance, while the mode of 8 shows that some students reached higher achievement levels. However, the presence of a minimum score of 0 highlights that not all students equally benefited from this intervention. On the other hand, Group 2 oral test scores, with a mean of 5.97 and a median of 6, show a similar trend of improvement but with greater variability, as indicated by a standard deviation of 2.47. The mode of 9 suggests that some students performed excellently, but the minimum score of 0 shows that others struggled significantly. These differences between the groups' results emphasize the varying levels of student engagement and the impact of the intervention on different individuals.

3.3. Data Analysis

3.3.1. Comparing the Pre- and Post-test Results

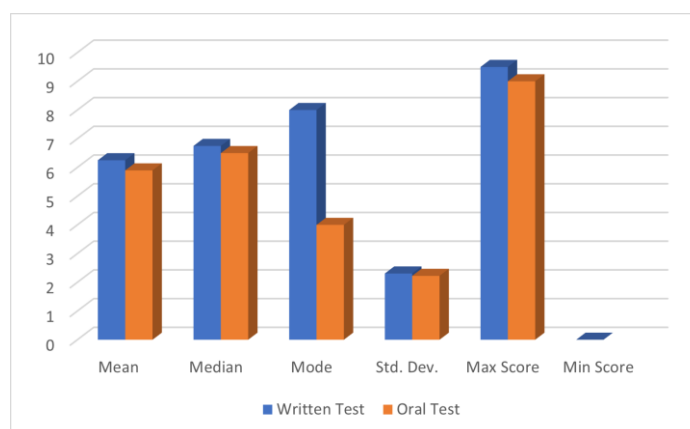
Figure 9 Written vs. Oral Pre-test Results



The analysis of the pre-test results as demonstrated in Figure 9, reveals the notable differences between students' initial performances in the written and oral assessments. The mean score for the oral pre-test 5.97 is significantly higher than that of the written pre-test 4.36, which suggests that learners were more comfortable expressing their understanding orally than in written

form prior to the intervention. Similarly, the mode score for the oral test 9 far exceeded that of the written test 5, highlighting that a larger portion of students excelled in the oral task. However, both tests shared a minimum score of 0, indicating the presence of learners who struggled in both tests. The standard deviation was slightly higher in the oral test 2.47 compared to the written one 2.22, suggesting a wider variation in student performance in the oral assessment before the educational podcast-based learning was introduced.

Table 5 Written vs. Oral Post-test Results



In the post-test phase, a reverse in performance tendencies was observed. The mean score for the written post-test 6.25 surpassed the oral post-test mean 5.90, reflecting an added considerable improvement in students' written expression. Moreover, the mode for the written test increased to 8, while the oral test mode dropped to 4, indicating a shift in consistency and performance peaks between the two skills. Although both assessments still had a minimum score of 0, the written test showed a higher maximum score 9.5 compared to the oral test 9, supporting the idea that students' writing benefitted more from the educational podcast's intervention. The standard deviation remained equally close in both tests; 2.31 written vs. 2.23 oral, suggesting

similar levels of variation in individual outcomes, but the overall written test results demonstrate greater progress in terms of central tendency and distribution.

3.3.2. Inferential Statistics

This section presents the interpretation of the collected data using statistical analysis and various values to compare the numeric data. This section compares the different results between the written and oral tests and studies the results, analyzing the differences and how accidental the differences are.

The data gathered from the written and oral tests was collected into an excel spreadsheet and then analyzed to extract various statistics. The research study depends on various tests to achieve a quantitative statistical analysis using a quasi-experimental design with non-equivalent groups; using T-tests and P-value result analysis to evaluate the differences and their meaning.

3.3.2.1. Comparing Scores Using T-test

The T-test; an independent samples T-test, is a statistical method used to compare the means of two groups to see if there's a significant difference between them. For the purpose of this study, different groups of students took the pre-test and post-test, the researcher employs an Independent Samples T-test to check the means and P-values and analyze the results to check for any significant changes. This analysis shows the extent of the impact that podcasts had, and whether they had any real effect on students' language accuracy. The following tables present the pre- and post-test results, means and p-value, for both tests.

Table 6 Table 1: Means Comparison

Test Type	Pre-test Mean	Post-test Mean
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Written Test	4.359375	6.25
Oral Test	5.970588	5.897059

Table 7 T-Test Results (P-Values)

Test Type	p-value	Significance
Written Test	0.001728	Statistically significant ($p < 0.05$)
Oral Test	1	Not statistically significant ($p > 0.05$)

The Independent Samples for T-Test comparing the written pre-test and post-test scores revealed a statistically significant improvement. The mean score increased from 4.36 to 6.25, with a p-value of 0.0017, which is well below the standard threshold of 0.05. This result suggests that the intervention had a positive and statistically significant impact on learners' performance in the written test.

In contrast, the comparison of oral pre-test and post-test scores showed a slight decrease in the mean score from 5.97 to 5.90. The p-value for this comparison is 1, indicating no statistically significant difference between the two tests. This implies that the intervention did not produce a measurable impact on students' oral performance.

3.3.3. Interpretation of Results

- **Interpretation of Pre- and Post-Test Results:**

By comparing the statistical data between the pre-test and post-test mean scores, it can be concluded there are some notable findings. The written test scores showed a clear improvement, rising from a pre-test mean of 4.36 to a post-test mean of 6.25, with a p-value of 0.0017; these results suggest that there is a statistically significant difference. This suggests that the use of podcast listening activities had a positive impact on students' written language performance. It is

more likely that exposure to authentic listening input from podcasts enriched their vocabulary, sentence structure, and comprehension skills, which all translated into improving their written expression.

In contrast, the oral test results remained practically the same, with a pre-test mean of 5.97, a post-test mean of 5.90, and a p-value of 1, indicating no significant difference. This may suggest that podcasts provided auditory input but did not directly offer interactive speaking practice, which is essential for improving oral fluency and confidence. Therefore, educational podcasts appear more effective in supporting receptive and written skills than productive oral skills unless paired with complementary speaking activities.

Furthermore, the observation grid results reveal the impact of podcast implementation on students' speaking-related performance. Primarily, the pre-test indicated that many students struggled with their grammar and vocabulary use, with 63% scoring the lowest mark, 1/5, in both areas. Participation and comfort levels were also notably very low, with 56% and 47% of students, respectively, showing minimal engagement and comfort during class sessions.

After the educational podcast sessions, the post-test results assessed different but related speaking components: pronunciation, fluency and accuracy, listening comprehension, and motivation. Unfortunately, 58% of students continued to score only 1/5 in pronunciation, and 79% received the lowest score in listening comprehension, indicating limited development in oral skills. While there was slight progress in fluency and motivation, many students still performed poorly across all areas. These findings suggest that podcasts provided content exposure could not significantly improve students' speaking accuracy or listening comprehension without active practice and interaction. These results highlight the importance of integrating more interactive, student-centered speaking activities combined with podcast use to support better oral performance and classroom engagement.

- **Challenges of Podcast Implementation:**

This study faced many challenge during the practical implementation of podcasts on EFL learners. The first issue was during the process of implementing podcasts as a tool for testing the hypothesis. The primary challenge is the inconsistency in student participation, primarily due to issues like student absence and their lack of motivation. This inconsistency impacted the reliability of the results, especially in assessments such as oral skills, where some students failed to complete the homework-based listening tasks. The lack of engagement with podcast tasks outside the classroom undermined their learning process, as students may not have benefited completely from the full exposure to the content.

Another challenge is the passive nature of podcast listening, which may not be sufficient for improving oral skills. Although podcasts have shown positive effects on written language proficiency and comprehension, the results for oral skills were less promising. Suggests that passive listening, without interactive speaking tasks, may not be enough to develop speaking fluency. Therefore, a key challenge of podcast implementation is the need to complement passive listening with active speaking and listening tasks to ensure balanced skill development.

Moreover, the weak proficiency levels of many participants made it difficult to measure the full impact of podcast-based activities on language accuracy. The challenge here lies in tailoring podcast content and tasks to suit different levels of proficiency and ensuring that students are engaged with the material in a way that promotes language acquisition.

Lastly, time constraints also posed a significant challenge. The short duration of podcast implementation within the study's time limited the potential for measurable progress in students'

language skills, especially in oral proficiency. Extending the period of podcast integration would likely result in more significant and lasting improvements.

3.4. Discussion of Findings

The pre-and post-test data analysis demonstrates significant in-depth insights on the impact of podcast listening activities on EFL learning linguistic terminology, comprehension, and accuracy. In the pre-test phase, students performed poorly in grammar, vocabulary, participation, and comfort. Also, it is notable that most participating students received low test scores in the linguistic aspect of testing. The pre-test results suggest a need for a change in the teaching approaches; there is a need for innovation in learner-centered teaching strategies to improve linguistic terminology, comprehension, and accuracy in use.

The post-intervention phase demonstrates several key results. The results of the written test show a clear and noticeable improvement in statistical data like mean, median, and mode values, which suggests that exposure to educational podcasts directly impacted learners' comprehension and linguistic skills. The mean value in the pre-test was 4.36 and rose to 6.25 in the post-test. This result shows the significant progress noticed in participants and the remarkable consistency among EFL learners in this study. On the other hand, the oral mean value remained stable at 5.97, and the post-test mode value had a lower score, which reflects the broader distribution of results. This may be caused by the challenges some students still face in verbal expression or the unfamiliarity with the spoken content of the podcasts.

Similarly, the observation grid findings suggest that although students did not score highly in post-tests, subtle improvements appeared in areas like pronunciation and motivation. One notable improved skill, students scoring 4/5 or 5/5 are absent or non-existent in the pre-test results,

shows how podcasts have positively influenced some learners' linguistic awareness and confidence, particularly those more exposed or receptive to audio-based content. However, the low scores in listening comprehension indicate that passive exposure alone is insufficient and ineffective. Some students likely require more focused listening tasks and structured teaching to effectively retain and process auditory information.

Moreover, a significant change exists when comparing the written and oral performances. In the pre-test, students performed better in the oral test than in the written one. However, post-implementation, the performance was reversed, as students performed better in the written test than in the oral one. This change can result from the visual support and repetitive nature of written content integrated with the podcasts, which may have improved students' ability to interpret and convert information in written form more efficiently than in the oral form that demands real-time processing.

The results strongly suggest that educational podcasts can be valuable supporters of linguistic terminology, comprehension, and accuracy in use. However, the inconsistency in oral performance emphasizes the need to adopt learner-focused strategies that prioritize listening and speaking components with other language skills. Based on these findings, H_0 is rejected, and H_1 somewhat confirmed. This suggests that the study confirms there is a significant improvement in linguistic terminology, comprehension, and accuracy in use. However, the lack of improvement in oral performance emphasizes that the hypothesis is not fully validated with educational podcasts alone.

Conclusion

The third chapter presents the practical section of the current study. It discusses the methodology, the rationale and description of the data-gathering tools, the findings and analysis, and the discussion. The findings suggest that the educational podcasts implemented greatly benefited second-year EFL students at Mohamed Khider University. However, the way and extent of the impact was not as expected by the research. Before implementation, students performed better in the oral skills section than in the written one. However, after implementation, participating students showed improved written skills but no significant improvement in oral skills. The analysis demonstrates that podcasts had a significant impact on the linguistics aspect of learning, but they need to be supported with more active listening and speaking tasks to have a more influential impact on EFL students.

General Conclusion

This research study examines how podcast-based listening activities can improve students' language accuracy and listening comprehension, specifically in EFL students who usually face the challenge of mastering the language. This study hypothesized that podcast-based listening activities positively impact language accuracy and listening comprehension among second-year linguistic students at Mohamed Khieder University. The null hypothesis for this research indicates that there are no significant statistical improvements in linguistic terminology, comprehension, and accuracy in use, among second-year EFL students, while H_1 theorizes the opposite. To check the validity of the hypothesis, the research utilizes an observation grid, a written test, and an oral test. These tools are employed first to test students' levels, implement educational podcasts, and then measure the impact and improvements that students show after the implementation.

In terms of structural design, this study comprises two parts: theoretical and practical. In the theoretical part, there are two chapters. The first chapter sets the theoretical basis for the research study on language accuracy; it defines language accuracy vs. fluency and discusses its importance in EFL, the factors influencing it, and the challenges in achieving language accuracy. The first chapter then discusses the same elements regarding speaking accuracy and then examines the relationship between language and speaking accuracy. The second chapter examines the role of podcasts in speaking accuracy. This chapter provides the definition and an overview of podcasts, explores the role of podcasts in education, how to make and use a podcast in teaching, and the importance, significance, and criticisms of podcasts. The second chapter discusses podcast discussion of EFL teaching and learning. The second part of the study is the third chapter. The practical section of the study discusses the research methodology, data collection tools, implementation process, analysis, findings, and discussion.

The study concluded that educational podcasts positively impacted students' written language skills, as demonstrated by a significant increase in written test scores (from a mean of 4.36 to 6.25, $p = 0.0017$). Such improvement suggests that podcast listening did, in fact, enhance learners' vocabulary, sentence construction, and comprehension, which translated into better writing performance.

However, oral test scores showed no significant improvement (mean change from 5.97 to 5.90, $p = 1$), indicating that passive listening to podcasts alone was insufficient to improve students' speaking fluency or oral accuracy. Thus, the lack of interactive speaking opportunities limited the development of productive oral skills. The observation grid results supported these findings: while there were slight improvements in motivation and fluency, many students struggled with pronunciation and listening comprehension. This result suggests additional interactive speaking tasks to complement podcast listening.

To sum up, these findings suggest that podcasts support written and receptive skills but are less effective for developing oral communication unless paired with more active and student-centered speaking activities.

Limitations of the Study

This study faced several limitations that may have influenced the accuracy and generalizability of the results. First, student absence was a constant issue, leading to inconsistent participation in both the pre-and post-test phases. Additionally, a lack of motivation among some students to complete tasks and assessments delayed and obstructed the overall data collection process.

Another important limitation was the weak proficiency level of many participants, which made it challenging to measure the full impact of podcast activities. Furthermore, time constraints

limited the duration and depth of podcast integration within the classroom. It became clear that implementing podcast instruction earlier in the academic year could have allowed more room for measurable progress.

Moreover, many students were instructed to listen to podcast activities at home or over the weekend, and many failed to complete these listening tasks, reducing the intended exposure to the learning material and affecting the reliability of the oral skill results.

Additionally, measuring proficiency, language accuracy, and improvement after podcast implementation is notably tricky. This issue obstructed statistical analysis and the measurement of student skills in particular.

Recommendations

To build on the findings of this study, future researchers should address several areas for improvement. Firstly, researchers should consider extending the duration of podcast implementation to allow for a more sustained impact on language skills, particularly oral expression. The educational podcasts should be implemented for more than three months to get a measurable impact. Also, researchers should allow students to choose the podcasts under certain conditions that align with the study goals.

Additionally, participants should ensure greater student accountability for homework-based listening tasks through regular in-class check-ins or graded reflections. This suggestion may enhance out-of-class commitment. Moreover, selecting a sample with more consistent attendance and stronger motivation would help reduce data inconsistencies and provide clearer insight into learning outcomes. Thus, researchers are discouraged to pick volunteers and should choose students whom are more likely to finish the assignments.

Future studies should also explore combining podcast use with interactive speaking activities, such as group discussions, presentations, or role-play, to have more support for oral skill development. Additionally, conducting the study with a larger and more diverse group of students may lead to more generalizable findings and measurable results.

Another aspect possible for future research is exploring the impact of different podcasts on learning outcomes. Future researchers should investigate how different types of podcasts like entertaining, cultural, or motivational influence specific language skills, such as listening comprehension, vocabulary acquisition, and oral fluency. Such research can examine how the genre of podcasts affects learner engagement and motivation, and provide valuable insights into choosing podcast content for language learners.

Moreover, future research can focus on the role of student self-assessment in podcast-based language learning. Researchers could explore how allowing students to assess their own progress through reflective journaling or self-evaluations impacts their language development, motivation, and the effectiveness of podcast tasks, such research can help determine whether self-reflection enhances students' ownership of their learning process.

Educational Implications

The study findings mentioned above indicate there are significant pedagogical implications for EFL instructors and curriculum creators:

- **Multi-modal Content Enhances Written Proficiency:** Introducing educational podcasts with matching writing tasks can improve and support students' writing skills and understanding. Teachers are encouraged to integrate educational podcast content into lesson

planning by including activities like daily reflective journaling, vocabulary practice, or podcast-based essays.

- **Listening Comprehension Requires Active Guidance:** The low scores in post-test listening indicate that simple exposure is not enough. Structured listening activities, such as guided note-taking, analytical listening, and comprehension quizzes, should be incorporated to reinforce auditory skills and promote active listening habits.
- **Increasing Motivation Through Media:** Increasing motivation scores suggests incorporating digital audio tools may stimulate learner interest. To intensify this result, teachers could allow students to choose podcast topics occasionally or create interactive podcast activities, nurturing a more personalized and empowering learning environment.
- **Oral Practice Must Be Reinforced Actively:** Since oral proficiency remained inconsistent, it is essential to complement podcast listening with speaking tasks like debates, group discussions, or interactive games to ensure learners actively apply what they absorb.
- **Use of Various Teaching Methods:** The variation in score improvements across students points to different learning styles and needs. Teachers should pair auditory tools with visual and practical tasks to address learners' needs.

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Appendices

Appendix One

Observation Grid

Mezhoud.S - Observation Grid – The Effect of Podcast-Based Listening Activities on Language Accuracy in Linguistics Students Case Study: 2 Year Students of English									
Date:		Time:		Place:		Observer:			
Subject:				Topic:					
Class:		Student Name:		Student N°:		Age:		Teacher:	
Resources: (tick/ complete): PC/Projector _____ Textbook _____ Handouts _____ Visual Aids _____ Audio/Speaker/Multimedia _____ Smartphone _____									
Podcast title: Episode: Duration:									
Boxes below might be filled with any of the following: Yes/No ticks-degree scales 1-5 (5 = highest degree) - short notes Necessary information to be collected prior to the observation: Students' accuracy levels, vocabulary, motivation level, participation. Teacher and student performance, attitudes, preparation level, structure, content. Classroom management, environment, comfort level.									
Assessment Areas: Students									
Linguistic Components					Interaction and Engagement				
Grammar: Vocabulary: Pronunciation: Fluency and accuracy: Listening Comprehension:					Motivation: Participation: Comfort Level:				

Appendix Two

The Oral Test:

Answer one of the following questions:

De Saussure presented four dichotomies in his revolutionary theory, explain them.

1. Give three main differences between the American and European scholars' contributions.
2. Give a definition of the following terms:

Structuralism

Linguistic determinism

Linguistic relativity

Signified

Syntagmatic rules

Diachrony

Langue

Parole.

Answer the following questions:

1. What do we mean by stress?
2. Transcribe the following words and put stress:

Present (verb) present (noun)

Figure, progress, explain, thorough, London, organization

Geography, adorable, three cornered, passport, green card,

Prophecy, development.

Appendix Three

The Written Test:

Explain the meaning of structuralism in linguistics

.....
.....

What is meant by Behaviourism?

.....
.....

Explain Langue et Parole

.....
.....

Explain the signifier and signified

.....
.....

Explain the synchronic diachronic relations

.....
.....

Explain the syntagmatic paradigmatic relations

.....
.....

What is the contribution of Prague school?

.....
.....

What is the contribution of Copenhagen school?

.....
.....

What was the contribution of London school?

.....
.....

What is Linguistic relativism?

.....
.....

What is Sapir –Whorf hypothesis?

.....
.....

Why did modern linguists focus on the spoken form of language?

.....
.....

What is stimulus response formula?

.....
.....

What is meant by reinforcement for Behaviourists?

What is stress? how nouns and adjectives are stressed?

.....
.....

What is the rule in a compound word where the second part is an adjective ending with “ed”

.....
.....

How compound words where the second part ending with a gerund?

.....
.....

In a word ending with “tion” , where do we put stress? Give an example

.....
.....

Give two differences between American and European structuralism

.....
.....

Give two contributions of Leonard Bloomfield

.....
.....

Where do we put stress in phrasal verbs? Give an example

.....
.....

How do we stress the compound words where the first element is a number?

.....
.....

What is a sign?

.....
.....

Why did De Saussure consider language as a system?

.....
.....

Why language is considered as social phenomenon?

.....
.....

Why punishment and reward are used by behaviourists in learning?

.....
.....

When do we have difficulties to find the signified?

.....
.....

Where do we put stress in verbs with two and three syllables?

.....
.....

الملخص

تدرس هذه الدراسة تأثير الاستماع إلى المدونات الصوتية على مصطلحات اللغة، والفهم، ودقة الاستخدام لدى طلاب السنة الثانية في قسم اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيضر. المشكلة التي تعالجها هذه الدراسة هي التحدي في تحسين مصطلحات اللغة، وفهم الاستماع، ودقة اللغة لدى تعلم اللغة الإنجليزية كلغة أجنبية. تم استخدام تصميم شبه تجريبي لتقييم التحسينات في دقة اللغة. شارك الطلاب في مهام الاستماع المعتمدة على المدونات الصوتية لمدة ثلاثة أسابيع. تم إجراء تحليل إحصائي كمي، بما لعينات مستقلة، لتحليل نتائج الاختبارات قبل وبعد. أظهر الاختبار الكتابي تحسناً كبيراً، حيث ارتفع المتوسط T في ذلك اختبارات مما يدل على تأثير إيجابي على الأداء الكتابي في اللغة. بالمقابل، أظهرت نتائج الاختبار ($p = 0.0017$) من 4.36 إلى 6.25 مما يشير إلى أن المدونات الصوتية حسّنت ($p = 1$) الشفوي عدم وجود تغيير كبير، حيث تحرك المتوسط من 5.97 إلى 5.90 من فهم الاستماع، لكنه كان أقل فعالية في تحسين الأداء الشفوي دون ممارسة إضافية في التحدث. أظهرت شبكة المراقبة تحسناً في النطق والتحفيز، على الرغم من وجود فجوات في فهم الاستماع، مما يشير إلى الحاجة إلى مزيد من مهام الاستماع النشط والتحدث. وتخلص الدراسة إلى أن الأنشطة المعتمدة على الاستماع إلى المدونات الصوتية يمكن أن تعزز مهارات اللغة المكتوبة والفهم، ولكن يجب أن يتم تكملتها باستراتيجيات تعلم تفاعلية لتحسين دقة اللغة الشفوية