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**Exploring EFL Learners Practices and Attitudes
towards The Effectiveness of Podcasts in
Enhancing Speaking and Listening Skills.
Case of Third Year EFL Students at M'sila University**

**Dissertation Submitted to the Department of English in Partial fulfillment of
the Requirements for the Master in Linguistics**

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Dedication 1

“To myself, for the resilience and perseverance that have guided me through every challenge. This accomplishment is a testament to my hard work, determination, and unwavering belief in my potential. May I continue to grow, learn, and strive for excellence in all my endeavors.”

“ To my beloved parents, and my beloved brothers. ”

Abir Delloum

Dedication 2

I dedicate this modest work to:

My beloved father: boudjemaa elhachemi

My idol, source of my happiness and success in life.

My lovely mother zorig zouina for her love and support.

And All my Family members,

My Classmates,

My Friends,

and everyone who gave me the power

to achieve this work

Chaima Boudjemaa

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Abstract

The present work aims at shedding light on the effectiveness of using podcasts in enhancing listening and speaking skills. To address the research inquiries and meet the outlined objectives, the researchers employed an exploratory-descriptive approach. A distinct questionnaire was distributed among learners to collect quantitative and qualitative data. The participants were 50 third year English students at M'sila University. The findings indicate positive perceptions towards the use of podcasts in enhancing listening and speaking skills. Also, most participants showed positive improvements stating that they do use podcasts for improving their listening and speaking performance. In addition, students can use them to learn the English language either for personal interest or to meet academic requirements in teaching and learning. Nevertheless, despite these more favorable outcomes, there were some challenges faced by students in using podcasts such as lack of understanding speakers' accent and speed speech. This underscores the students' favorability and engagement using podcasts for effective listening, and speaking comprehension skills.

Keywords: attitudes, EFL, listening skills, podcasts, speaking skills.

List of Abbreviations

CALL: Computer Assisted Language Learning.

EFL: English as Foreign Language.

ESP: English for Specific Purposes.

MALL: Mobile Assisted Language Learning.

MA: Master of Arts.

SPSS: Statistical Package for the Social Sciences

ICT: Information and Communication Technology.

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General introduction

General Introduction:

In the realm of English language education, the integration of technology has opened new avenues for enhancing learning experiences. One such avenue gaining traction is the utilization of podcasts, audio-based content accessible through digital platforms. Podcasts offer a unique opportunity to engage learners in the development of their speaking and listening skills, essential components of language proficiency. Despite the growing popularity of podcasts, their effectiveness in enhancing English learning, particularly in terms of speaking and listening skills, remains under explored.

This research seeks to address this gap by examining the impact of podcasts on the development of speaking and listening skills among English language learners. By exploring how podcasts can facilitate language acquisition and comprehension, this study aims to provide valuable insights into the potential of this technology-enhanced approach in language education.

Understanding the effectiveness of podcasts in enhancing speaking and listening skills is crucial for educators and learners alike. It not only offers an opportunity to optimize language learning strategies but also underscores the importance of leveraging innovative tools to meet the evolving needs of language learners in today's digital landscape. Through this exploration, we aim to contribute to the advancement of effective and engaging practices in English language education.

Therefore, the present study comprises three comprehensive chapters. The first chapter deals with theoretical considerations that discussed the effectiveness of technology and podcasts in English teaching and learning, and the role of podcasts in listening and speaking in foreign language learning. While in the second chapter the research gave bird's eye view on the methodology which used questionnaire as a quantitative and qualitative research instrument to collect data from the participants,

and the aim from choosing such tool of data gathering is to provide the main findings with limited time given for the research. In addition to the third chapter which covered the data analysis and findings' discussion. After the discussion, this chapter concludes the limitations and the pedagogical implications of the current research in addition to some further recommendations for future research and conclusion.

PROBLEM STATEMENT:

The traditional methods of teaching English often focus primarily on reading and writing skills, neglecting the vital components of speaking and listening. As a result, many English language learners struggle to communicate effectively in real-life situations where speaking and listening skills are paramount. Additionally, the limited availability of engaging and immersive learning resources further exacerbate this challenge.

While podcasts offer a promising solution to enhance speaking and listening skills, their effectiveness in addressing these specific language learning needs remains unclear. Thus, the problem addressed by this research is the lack of comprehensive understanding regarding how podcasts impact the development of speaking and listening skills in English language learners.

Research Questions:

- what are the practices and experiences of third year English students at M'sila university regarding the use of podcasts for improving speaking and listening skills?**
- what are the attitudes and perceptions of third year English students at M'sila university towards the use of podcasts for improving speaking and listening skills?**

Objectives of the Study:

The aim of this study is to investigate the use of podcasts as a tool for improving speaking and listening skills among third- year English students at M'sila university. Specifically, the study seeks to understand how third-year English students at M'sila university engage with podcasts in the context of enhancing their speaking and listening abilities and also to explain the attitudes and perceptions of these students towards the effectiveness of podcasts as a medium for improving their speaking and listening skills.

Significance of the Study:

By investigating the effectiveness of podcasts in enhancing speaking and listening skills, this research aims to fill this gap in knowledge and provide educators with evidence-based insights to optimize language learning strategies. Addressing this problem is essential to equip English language learners with the necessary skills to effectively communicate and engage in various linguistic contexts, ultimately fostering their language proficiency and confidence.

Chapter one: Literature Review.

1.1 Introduction

1.2 Technology and English teaching and learning

1.2.1 The Importance of Technology in English Teaching and Learning

1.2.2 The Effectiveness of Technology in English Teaching and Learning

1.2.3 Technology-related challenges in language teaching and learning

1.3. The Role of Podcasts in Teaching and learning

1.3.1 The Definition of Podcasts

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1.3.3. Types of Podcasts

1.3.4. Podcasts in Learning

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1.3.8. podcasts in language instruction

1.4. Podcasts and Listening skills in foreign language learning

1.4.1 listening skills

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1.5. Podcasts and Speaking skills in foreign language learning

1.5.1 the importance of speaking skills for EFL learners

1.5.2 The effects of podcasting on EFL students' speaking

1.6 Conclusion

1.1 Introduction:

The use of Podcasts in an English as a foreign language (EFL) class is to be investigated in this study. Podcasts have been identified as possible tools to improve listening and speaking skills. Although the existing literature has identified a long list of uses and features of Podcasts, the study of podcasting in higher education remains in its initial phase of study. In addition, research on the use of Podcasts in learning a foreign language is limited since most studies mainly examined the effects of podcasts on students' cognitive domain in other disciplines such as engineering, science, technology, business, and law. Therefore, this study explores the effects of Podcasts for college level instructional purposes, particularly the EFL learners' listening and speaking skills. This review of literature addresses several subjects related to the study. First, this chapter defines technology and English teaching and learning. Second, the role of podcasts in learning and teaching. Third, listening and speaking in foreign language are discussed as related to the use of podcasts.

1.2. Technology and English teaching and learning:

In today's interconnected world, the integration of technology in English language learning and teaching has become not just a supplementary tool but a necessity. This part aims to explore the multifaceted role of technology in both teaching and learning English, examining its significance, effectiveness, and the challenges it presents to learners and teachers.

1.2.1 The Importance of Technology in Teaching English and learning:

Technology offers a plethora of tools and resources that revolutionize the traditional methods of teaching English. From interactive whiteboards to online learning platforms, technology enhances the teaching process by providing access to authentic materials, facilitating multimedia presentations, and enabling real-time feedback (Hubbard, 2013). Moreover, technology fosters learner autonomy by offering self-paced learning opportunities and personalized feedback mechanisms (Stockwell, 2016).

Dr. Sugata Mitra, a renowned educational researcher, succinctly captures the essence of technology in language education, stating: "Technology empowers EFL learners by providing access to a wealth of authentic language input, interactive learning activities, and global communication opportunities." (2012, p.135). Indeed, through online platforms, language learning apps, and multimedia resources, EFL learners can engage with English in diverse contexts, honing their language skills while exploring real-world content.

Moreover, the adaptability of technology caters to the individual needs and learning styles of EFL learners. As Dr. Michael H. Long, an eminent linguist, highlights: "The versatility of technology allows educators to personalize instruction, target specific language areas, and track learners' progress effectively." (2013, p.50). Whether through adaptive learning algorithms gamified exercises or multimedia tutorials, and technology empowers educators to tailor English language lessons to meet the unique needs and preferences of each learner. Furthermore, technology fosters collaboration and intercultural communication among EFL learners, transcending geographical boundaries, and cultural barriers. Dr. Mark Warschauer, a leading expert in technology-enhanced language learning, emphasizes: "Online forums, social media

platforms, and virtual classrooms create dynamic learning communities where EFL learners can engage in authentic language exchanges and cultural interactions." (2003.p.100).By connecting with peers from around the globe, EFL learners not only enhance their English proficiency but also develop invaluable intercultural competence and global awareness.

1.2.2 The Effectiveness of Technology in Teaching and Learning:

Numerous studies have demonstrated the effectiveness of technology in enhancing language learning outcomes. For instance, the incorporation of multimedia elements such as audio and video clips in language instruction has been shown to improve learners' listening and comprehension skills (Chun & Plass, 1996). Similarly, computer-assisted language learning (CALL) programs have been found to significantly enhance learners' vocabulary acquisition and grammar proficiency (Chapelle, 2001). Furthermore, technology-mediated communication tools such as online discussion forums and video conferencing platforms that facilitate authentic language use and interaction, and thereby promoting communicative competence. (Thorne, 2016).

Educational technology supports EFL teaching by presenting real situations and contexts. Thus, technological materials like computers, language labs, and audiovisual aids are useful for EFL teaching and learning. Technology helps the teacher to assist his teaching, and its use can lead the students to be more motivated. Also, the use of technological tools is essential instrument in EFL teaching and learning that Technology makes the learning process interesting and teaching more productive. Educational technology can be used as a tool of creativity. It can provide many devices which make the teaching and learning process more effective. (Solanki & Phil, 2012) .

1.2.3 Technology-related Challenges in language teaching and learning:

Despite the potential benefits, the integration of technology in English language learning and teaching is not without challenges. Learners may encounter difficulties adapting to new technological tools or suffer from digital distractions, such as multitasking or online gaming (Kessler, 2018). Moreover, the digital divide - disparities in access to technology and internet connectivity that can exacerbate the inequalities in educational opportunities, and particularly among marginalized communities (Warschauer, 2003). For teachers, integrating technology into pedagogical practices require ongoing professional development and support to navigate technological advancements and select appropriate tools that align with instructional objectives (Graham, 2011).

1.3. The Role of Podcasts in Teaching and learning:

Podcasts have gained prominence as versatile tools for augmenting both learning experiences for students and teaching methodologies for educators. This literature review critically assesses the evolving landscape of podcasts in educational contexts, and exploring their multifaceted contributions to learning and teaching enhancement.

1.3.1. The Definition of Podcasts :

A podcast is a serial digital periodical publication, either in audio or video, and can normally be downloaded from the Internet through a web syndication. The University of Austin at Texas proposed a four-part definition: "A podcast is a digital audio or video file that is episodic, downloadable, runs on a program, mainly with a driver or subject, and usually via an automatic feeder with computer software. " (Digital Storytelling for Employability. Page 37 edited by Laura Malita, Vanna Boffo. – Firenze : Firenze University Press, 2010.)

1.3.2 The History of Podcasts:

The word was originally suggested by Ben Hammersley from the mixture in English of iPod (gadget with which they became popular) and Broadcast (to spread contents). (Guardian's Ben Hammersley 2004). Although at first it was necessary to have one of these devices to listen to them, today it is no longer necessary and just install any audio player in any operating system. In fact, most podcasts can be heard directly from the web. These episodes programs began to become popular with the massification of the iPod. With regard to the use of podcasts in English language teaching, the benefits of its use stand out since in language teaching pronunciation, accentuation and inflection are essential for an accurate learning. On the other hand, the recording and making available to students of Podcasts can also help bridge the lack of opportunities for students to listen to other languages in a school context.

1.3.3 Types of podcasting:

As Mack and Ratcliffe (2007) argue that a podcast is an audio recording delivered via

a static URL containing a Real Simple Syndication (RSS) feed. Podcast users can easily and lightly download and install the iTunes software program on their computers or smart phones in order to access and download podcasts through internet or portable devices such as MP3 players or iPods. Three types of podcasts being produced and used: audio-podcast, enhanced podcasts, and video podcasts. Audio-podcasts include audio only and need a relatively small storage space (Mack & Ratcliffe, 2007).

1.3.4 Podcasts in Learning:

Podcasts afford learners opportunities for flexible, and self-directed learning outside traditional classroom settings (McGarr, 2009). Their audio-based format facilitates access to diverse content, and catering to varied learning preferences and schedules (Hew & Cheung, 2014). Moreover, the portable nature of podcasts enables continuous learning experiences, and transcending geographical and temporal barriers (Gallagher, 2017).

1.3.5 Improving Student Engagement:

Research suggests that podcasts enhance student engagement by providing interactive, and multimedia-rich learning experiences (Bongey, Cizadlo, & Kalnbach, 2006). The dynamic nature of podcasts fosters active participation and deeper cognitive processing, and leading to heightened student motivation and interest (Lane et al., 2018). Additionally, podcasts facilitate personalized learning pathways, and empowering students to explore topics at their own pace (Luo & Cao, 2019).

1.3.6 Academic Performance:

Podcasts have shown promise in improving academic performance through enhanced content retention and comprehension (Doucet et al., 2019). The auditory

delivery of information stimulates multisensory learning leading to more effective encoding and recall (Cho & Trent, 2005). Furthermore, podcasts can serve as supplementary resources, reinforcing key concepts, and providing additional support for students (McGarr, 2009).

1.3.7 Enhancing Teaching Effectiveness:

For educators, podcasts offer innovative avenues for instructional delivery and course augmentation (Gallagher, 2017). They enable instructors to create multimedia-rich content, and fostering interactive learning experiences (Hew & Cheung, 2014). Moreover, podcasts promote learner-centered approaches, and allowing educators to cater to diverse student needs and preferences (Doucet et al., 2019). By leveraging podcasts, instructors can extend learning beyond the classroom, and facilitating blended learning environments (Bongey, Cizadlo, & Kalnbach, 2006).

1.3.8. Podcasts in language instruction:

The term podcast comes from the combination of the words iPod and broadcast (Lord, 2008). Podcast is defined as a multimedia file distributed through the internet using syndication feeds, which can be used for playback on mobile devices and personal computers (Kidds & Chen, 2009). Podcasting helps language teachers provide a large amount of instructional material that employs different approaches to language learning such as behaviorist, cognitive constructivist, communicative approaches, and situated learning (Rossel-Aguilar, 2007). Available language learning podcast resources are categorized into two main categories. The first category is comprised of authentic content provided by native speakers of the target language. The second category is

comprised of teaching content specifically designed for language courses either as whole stand-alone courses or supporting materials.(Rossel-Aguilar, 2007).

In addition, to providing learners with authentic materials such as news or non-edited audio programs listened to by native speakers, podcasts can help learners who are studying a new language grammar or vocabulary.(Weinberg, Knoerr,& Vandergrift, 2011). Rossel-Aguilar (2007) argues that a language learning podcast should have the following criteria:

1/provide exposure to the target language and culture.

2/include various authentic materials.

3/be engaging and have appropriate length for presenting the topic based on the proficiency level.

4/consider the characteristics of Podcasts and media player.

5/provide learners with support such as transcript, grammar explanation, and new words.

Podcasts can be either audio only or audiovisual, and they can be accompanied by written text (Lord,2008). Audio podcasts are generally in MP3 format. The audiovisual such as video podcast are used for the online delivery of video clips content (Weiberg, knoerr, Vandergrift,2011).

According to Siobhan McHugh (2022), Podcasts come in all sounds and sizes and deliver a mind-boggling range of content, from personal storytelling to pop- culture punditry, from sharing deep knowledge to be a way of entertainment. People engender a feeling of intimacy and authenticity, connecting with empathy through the Lure of the story and the power of the voice. (see Figure1)

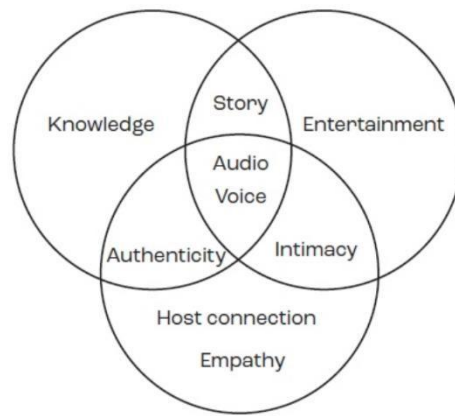


Figure 1: The Pillars of Podcasting-The power of Podcasting. (2022, p.8).

If there are numerous ways to classify the overweathered are almost as many reasons why people want to make a podcast. Renea Rocket Bretherton's motive is one of the best "being heard, I had never had an opportunity to be heard before". Also, he said "the podcast helped me change my life for the better".(p.9)

1.4 podcasts and listening skills in foreign language:

1.4.1 Listening skills:

According to Vandergrift (2004), the listening is the least explicit of the four language skills. Therefore, it is the most difficult skill to learn, and it is different compared to other skills such as reading and writing. Brown (2011) mentions several differences as follows. First, listening must be done in real time: the listeners do not have the second chance unless they request repetition. Second, reading and listening are inherently different. In reading, cognates (the words that are similar in two languages) will help readers understand the new words or context. However, cannot rely on cognate words during listening because cognates that look similar in writing might be sound quite different and might be

less useful. Third, all sorts of reductions of sounds and blending of words cannot be avoided in listening and can detract from one's ability to decipher what one hears. There are four skills in language learning: speaking, writing, reading, and listening. These four language skills are sometimes called the macro-skills. (Aydogan & Akbarov, 2014). Johnson (2008) asserts that these four macro skills can be divided in conventional ways. First, they are divided based on the medium where the skills take place. Listening and speaking take place in the spoken medium, whereas reading and writing take place in the written medium. Second, these skills are also divided into the receptive skills of listening and reading, and the productive skills of speaking and writing. (See Figure 2)

	Spoken	written
Receptive	Listening	Reading
Productive	Speaking	Writing

Figure 2. Category of four skills. (Adapted from Johnson, 2008. P.299).

There are two approaches to language listening processes such as top-down processes and bottom _up processes. Listeners use top-down processes when they use prior knowledge to understand the meaning of the message. On the other hand, listeners also use the bottom _up when they use linguistic knowledge to understand the meaning of the message.(Brown, 2011).

1.4.2 Using podcasts for enhancing listening comprehension:

Nowadays, the world is changing rapidly with the advent of new technologies which provide teachers and learners with many potentials. According to Selingo (2006), teachers should make use of the new technological gadgets and applications. Podcasting is an innovative technology for broadcasting audio files and programs on the internet has been introduced in 2005 and since then there have appeared rapid advances. Podcasting which was originally a tool for conveying information, news, and entertainments. Soon, was detected by educator who properly noticed the potential it can have for teaching and learning. (Selingo,2006).

Hassan and Hoon (2012) mentioned that podcasting allows learners to access authentic materials and develop their language skills, give opportunities to develop their vocabulary and grammar structure. It is also important as a source for learning many aspects such as history, culture, and politics. Listening comprehension is a mental process that is very complicated. In which listeners have little chance to read the message or the words again. Dealing with the sound input is totally different from dealing with written language. Thus, all language learners face difficulties when listening: as listening comprehension still remains one of the least understood processes. (Goh,2000: Hamouda,2013). Abed Daim (2013) suggested in his study that using podcasting can help students develop their listening comprehension better than the use of the traditional method. Gul Ince (2015) mentioned that the findings of his study showed that the learners generally had positive opinions about this technology. Most of them found that it is easy to use, effective in language learning and enjoyable at same time. Moreover, Hassan (2016) added that podcasts can help EFL learners to enhance their listening comprehension and teachers consider it an effective tool that facilitates teaching listening courses.

1.5.Podcasts and Speaking skills in foreign language learning:

1.5.1The importance of speaking skills for EFL learners:

According to Rao. P. S (2019),the English language has become an international language. Among nations it serves as a Lingua Franca. It is spoken,learnt and understood even in those countries where it is a not native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. As a result, English isbeing taught and learned around the world as a second language today. Language is a tool for communication to express ideas with others (Rao, 2019). Nazara (2011) said that the importance of speaking skills hence is enormous for the learners of any language. For a smooth running of any system, the speakers of the language need to be especially and purposefully trained in the skill of speaking. Speaking to others come to have a better understanding of own selves, as Robert Frost once said: «I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn".(1989 .p). An effective speaker can gain an attention of the audience and hold it till the completion of his message.

Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life. For example, the teacher provides an authentic materials to the learners. A newspaper can be one of the best forms of this kind of material. It contains write- ups which are based on reality. Reading a newspaper provides them with an opportunity to study language, as it is used in a real context. This also provides an opportunity to expose students to natural language in a variety of situations.(Nazara, 2011).

1.5.2 The effects of podcasting on EFL students' speaking

Broadly speaking for as long as formal education and instruction have existed, there has been an interest in emancipating learning from the restriction of place and time. Various mediums, from clay tablets to printed books, have historically served the purpose of facilitating learning. However, with the advent of the internet and the affordability of technology, a new era of education has emerged, making knowledge more accessible than ever before. (Burston,2013). Among the trends in MALL, podcasting has been widely investigated as an important way to improve learners' learning capacity in and out of the language classrooms (Rosell_Aguilar,2013). According to Gromik (2008) podcasting can provide learners with "access to resources which are authentic, free and otherwise not available "(p.50) in non-English speaking contexts. Schoolers have offered some reasons for including podcasts in language learning classrooms (Blaisdell,2006; Chinnery, 2006; Clark& Walsh, 2004; Laing, Wootton&Irons,2006, Manning, 2005; Meng,2005, Sloan, 2005), they include:

1/Integrate Technology in EFL Teaching: integrate Information and Communication Technology (ICT) into English for Specific Purposes (ESP) courses to facilitate communicative competence and encourage students to speak clearly and respond effectively during conversations.

2/Utilize podcasts as Authentic Material: use podcasts as authentic language learning material to assist students in improving their speaking abilities.

3/Encourage Extensive Speaking Practice: podcasts provide students with extensive speaking practice, enhancing their exposure to spoken English and allowing them to engage more actively with the language.

4/Provide Structured Assessment: assess students' speaking skills during online podcasts using criteria that evaluate aspects such as accent, grammar, vocabulary, fluency, and comprehension, ensuring a well-planned assessment aligned with instructional goals.

5/Motivation and Engagement: podcasts can enhance students' motivation for learning by offering interesting and relevant content that aligns with their interests and everyday life experiences.

6/Exposure to Cultural and Topical Content: podcasts cover a wide range of topics and cultural information, which can provide EFL students with valuable background knowledge and ideas to draw from when practicing speaking skills.

7/ Foster Two-Way Communication: create opportunities for two-way communication between teachers and students, as well as among students themselves.

8/Improvement in Pronunciation and Vocabulary: listening to podcasts can help students improve their pronunciation, intonation, register, and accent, contributing to the development of their speaking skills and overall language proficiency. Additionally, podcasts offer opportunities for vocabulary expansion.

9/Flexibility and Personalized Learning: podcasts allow students to learn at their own pace and convenience, catering to their individual learning styles and preferences.

10/Encourage Student Autonomy: encourage students to familiarize themselves with podcasts and take ownership of their learning by listening to podcasts independently to enhance their speaking skills.

Rosell-Aguilar (2013) argues that listening to podcasts can facilitate learning by providing comprehension input through meaningful and engaging activities. Ahmed, Comett, Rogers and Sussex (1985) argued that "the type of activities which are clearly

not suited to CALL, at present are those which require spoken production ..." (P. 104). However, from the beginning of the twenty first century into the present era, due to an increase in the ownership of mobile phones and the spread of internet connectivity, new ways of dealing with this issue have been proposed. One of these new strategies is considered to be podcasting. Indeed many authors believed that podcasting can have significant effects on learners' speaking and listening skills. For example, Tavals and Skevoulis(2006) suggested that learners can possibly record themselves or native speakers and then engage in listening practice as they focus on pronunciation, grammar use, or intonation. Also, podcasting can improve learners' self-studying skills by providing them with the opportunities to create and publish materials for a real audience.(Stanley,2006).

1.6. Conclusion :

The process of learning occurs as a result of four languages skills that are divided into receptive skills (listening, reading), and productive skills (speaking, writing). Speaking and listening have been defined by many authors as a complex process that are used by the students to express themselves. This chapter as already mentioned was an attempt to give an idea about using podcasts as a technology to improve the English teaching and learning including the challenges and the importance. This

chapter also has discussed the role of podcasts in teaching and learning. Another point which suggests the role of podcasts in Improving speaking and listening skills.

Chapter 2: Methodology

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2.2. Research Design

2.3. The Sample Population and Setting

2.4. Research Instrument

2.4.1. Descriptive of the questionnaire

2.5. Data Collection Tool

2.5.1. Data Analysis for the Data

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2.7. Conclusion

2.1 Introduction

The current chapter presents the second part of the study, which is the methodological part that helps to identifying students' attitudes towards using podcasts at Mohamed Boudiaf M'sila University. This chapter includes some methodological matters, such as description of the research design and the research participants (sampling). An explanation of the methods used to carry out this study and an overview of data collection procedures and data analysis techniques.

2.2 RESEARCH DESIGN

This research is an exploratory case study dealing with third year EFL students at the department of English. The researchers used Semi-structured questionnaire with few qualitative aspects to gather the data and to make use of measurements for understanding a lot of valuable information.

2.3 THE SAMPLE POPULATION AND SETTING

The population under concern in this research is third year students at the department of English letters and language at M'sila University. Their total number is 250 students divided into 6 groups, they were enrolled in semester two during the academic year 2023/2024. This study involves fifty participants from males and females. They were selected randomly, purposefully, due to researchers' appropriate time planning. Random sampling ensures that every member of the population has an equal chance of being selected, which helps making the sample representative of the entire population. This allows the findings to be generalized to the broader population. Moreover, random sampling reduces selected bias. Unlike the sample population which was selected deliberately from third year students, due to their completed significant portion of their degree program. Additionally, they are likely developed a high level of critical thinking, and better understanding of topics with experiences.

2.4 RESEARCH INSTRUMENT

A semi-structured questionnaire was used in this study. It allows for both quantitative and qualitative data to be gathered, as it includes both closed and open-ended questions. This provides more detailed and rich responses from participants. The former was addressed to third year EFL students to gather information and to have enough data.

2.4.1 Description of the questionnaire

The questionnaire is a tool of data collection which is thought to give the researcher the advantage to collect a large amount of diverse data within a short period of time and with less energy. Thus, for our purposes three types of questions were used:

-Closed-ended questions: they request the informant to choose one of the proposed possibilities without commenting. For example:

How often do you listen to podcasts?

- Always - Often -Sometimes

Mixed questions: ask students to opt for one of the proposed possibilities then justify the answer. For example:

Do you use podcasts?

-YES -NO -Elaborate?.....

Open-ended questions: request the students to express freely his/her point of view. For example:

-What challenges did you encounter with podcasts?

2.5 DATA COLLECTION

Data collection involves asking people questions or observing their behavior using research instruments to collect information. (Creswell, 2012). As in this research was used the questionnaire which adopted from many sources given to third year EFL students. The purpose of this questionnaire is to find out students' perceptions on using podcasts to discover the different ways that enhance their listening and speaking skills. (See appendix of the questionnaire).

2.5.1 DATA ANALYSIS FOR THE DATA

For the data analysis, the quantitative data was analyzed using SPSS. The techniques employed for quantitative data analysis of the present study is explained as follows:

- Descriptive statistics: statistical package for Social Sciences (SPSS) version 21 was utilized to analyze questionnaire data. Babbie (2010) stated that the nature of quantitative data is numerical based on measurements, statistics, and scores that are collected through polls, questions or surveys. One of its main features is generalized the research result across group of people. According to Pallant (2005), descriptive statistics are employed to characterize a sample of a study. In this study, descriptive statistics describe the data-set found in questionnaire and measure EFL students' attitudes towards using podcasts. While the open-ended questions in the questionnaire were designed to gather detailed qualitative data, providing deeper insights into respondents' perspectives and experiences. The following steps were taken to analyze the responses:

Identifying Themes: answers were grouped into broader themes based on their similarities and relationships. These themes represent the underlying patterns in the data.

Reviewing Themes: the identified themes were reviewed and refined to ensure they accurately captured the essence of the data. This involved re-reading the responses and checking for consistency and coherence within each theme.

2.6 VALIDITY OF The INSTRUMENT (pilot study)

According to Meriam (2005), the term validity refers to what a result of an instrument measure, and what is supposed to measure. The content of the questionnaire has been checked and consulted by the expert's feedback helped ensure that all relevant aspects of the topic were covered comprehensively. Moreover, a thorough literature review was conducted to identify key themes and questions used in previous studies, ensuring our questionnaire aligns with established research. Additionally, the questions were designed to clearly relate to the constructs being measured. Each question was linked to the specific concept it intended to measure. To ensure reliability, the questions were carefully designed to ensure clarity and focus, minimizing ambiguity and ensuring consistency.

2.7 conclusion

To conclude, this chapter has presented an overview of the methodology of research including research design, population, and sampling, as well as research instrument that was employed to collect and analyze data from EFL learners. Also, the validity of the data was provided.

Chapter 3: Data Analysis and Findings Discussion

3.1. Introduction

3.2. Analysis of the students' questionnaire data

3.2.1. Analysis of first questionnaire section (personal information)

3.2.2. Analysis of second questionnaire section (The Use of Podcasts)

3.2.3. Analysis of third questionnaire section (Attitudes towards the use of Podcasts)

3.3. Findings' discussion

3.4. Limitations of the study

3.5. Pedagogical implications

3.6. Recommendations of Further Research

3.7 Conclusion

3.1. INTRODUCTION

The purpose of the study was to identify the students' perceptions about the effect of the use of podcasts for instructional purposes on English as a foreign Language (EFL) learners' listening and speaking skills at the undergraduate level.

Chapter 3 presents data analysis and discussion of findings conducted using the methodology described in Chapter 2. First, findings about demographic data including the age, and the gender of the participants are presented. Second, the use of podcasts findings by EFL learners are compared for non-use of podcasts regarding the results of the study. Third, the attitudes towards the use of podcasts also are presented. Finally this chapter closes with discussion of the findings, limitations of the study, pedagogical implications, and a conclusion of findings.

3.2. Analysis of students' Questionnaire Data:

The questionnaire aims at clarifying students' perceptions on using podcasts. It was addressed to fifty third year EFL learners at the University of M'sila. Each question will be analyzed and discussed separately.

3.2.1. Demographic Data Analysis Findings

After distributing the questionnaire and collecting data, the first analysis was conducted on data obtained from students' demographic information, as shown in the Figure (01) and Figure (02) below:

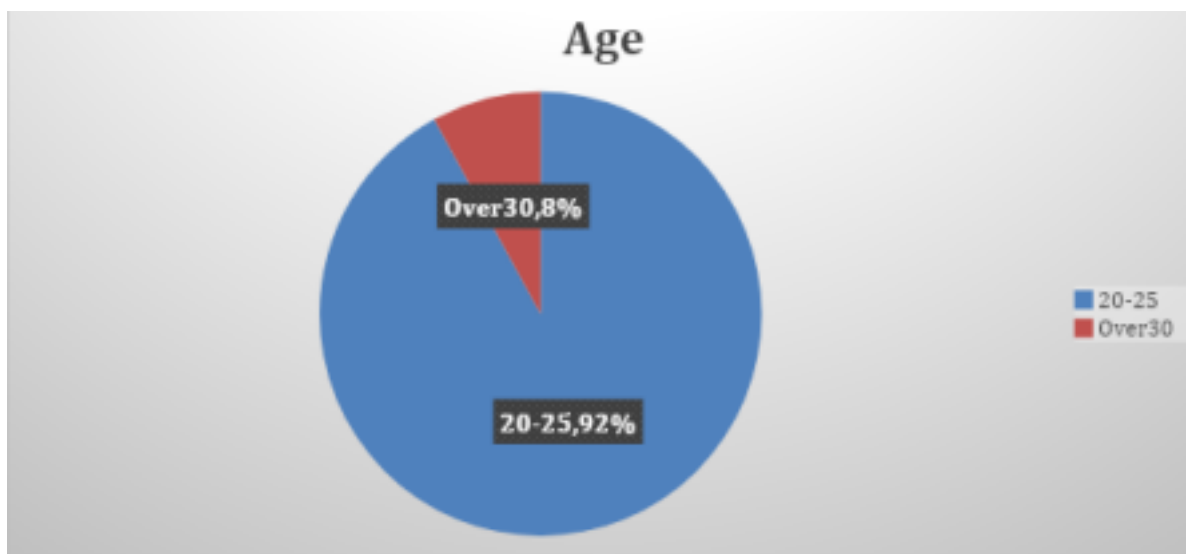


Figure (03): students' age

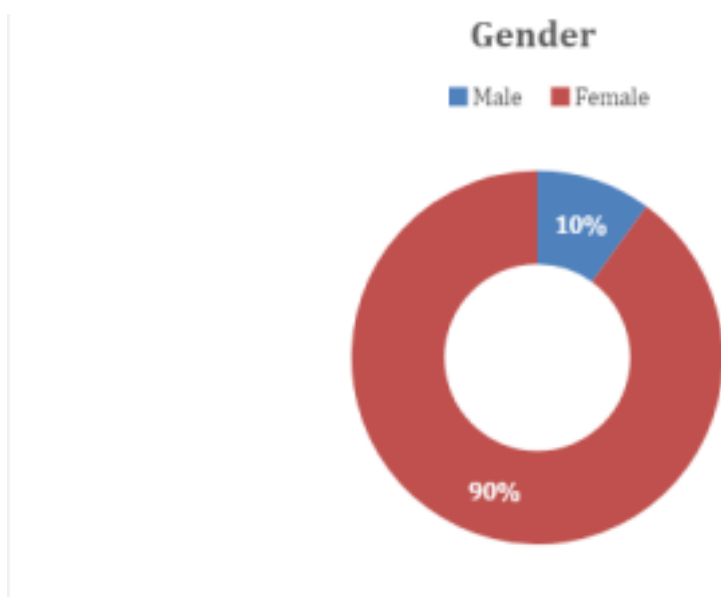


Figure (04): students' gender

From Figures 01 and 02, based on the demographic data analysis, there were fifty participants from third year EFL learners, 92% of participants range from 20-25 years old, and 8% of participants over 30 years old. In terms of gender, 90% are female participants, and 10% are male participants in this study.

3.2.2 Podcasts Data Analysis Use

After collecting data about personal information, the second section was conducted on data obtained from students' use of podcasts. The following Figure(03) is designed for students who answered "yes/No" to the use of podcasts. Further details are shown in Table (01) and Figure (03) below:

Table (01): students' use of podcasts

Options	Respondents	Percentage%
Yes	43	86%
No	7	14%
Total	50	100%

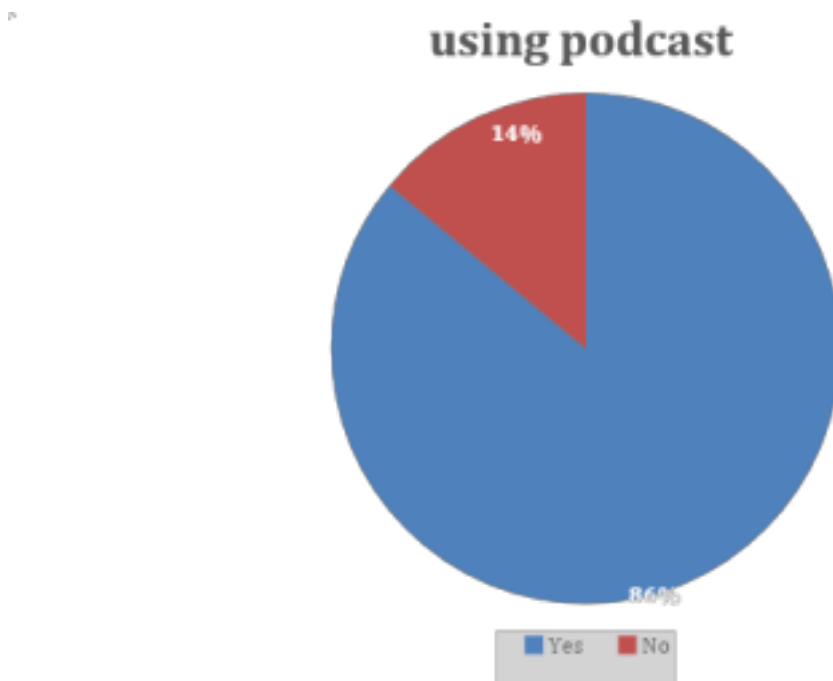


Figure (05): students' use of podcasts

The tabulated data and the Figure(03) above show that out of the total respondents, (43) third year EFL learners (86%) indicate that they do use podcasts, while only 7 participants (14%) stated that they don't use podcasts .

Further detailed analysis of the percentages of scores is conducted. Table (02)and Figure(04) below represent the kind of devices that students prefer to use.

Table (02): students' kind of devices use

Options	Respondents	Percentage
Mobile phone	39	78%
Pc computer	8	16%
Mp3 players	3	6%

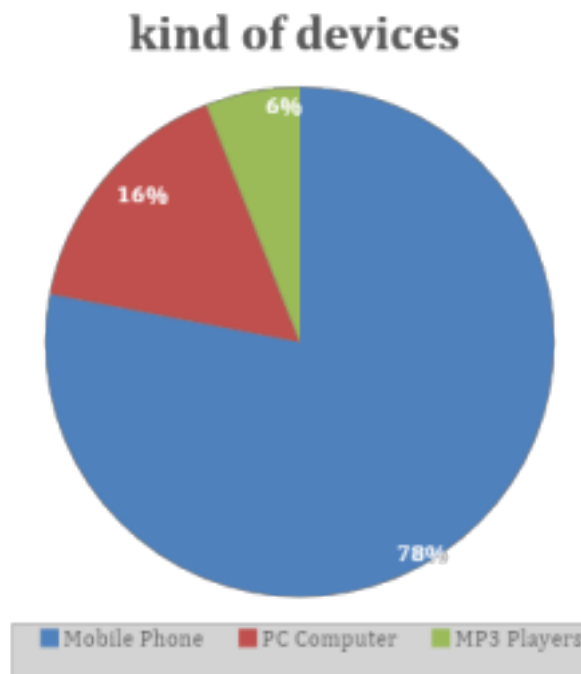


Figure (0): students' kind of devices use

As demonstrated in table (02), a significant number of students (39) prefer to use mobile phones. while the data reveals that 8 students used PC computers, with an

additional 3 students prefer to use MP3 players when listening to podcasts. In terms of percentages as shown in Figure (04) , 78% use mobile phones, 16% use PC computers, and 6% use MP3 players.

Subsequently, a detailed analysis was undertaken on the outcomes derived from this section as follows. The following item represents reasons for listening to podcasts that clearly display more findings. Further details are shown in table (03) and Figure(05) below:

Table (03): Analysis of reasons for listening to podcasts.

Options	Respondent s	Percentag e
Improving EFL learning	35	70%
Entertainment	10	20%
News	3	6%
Class requirement	2	4%

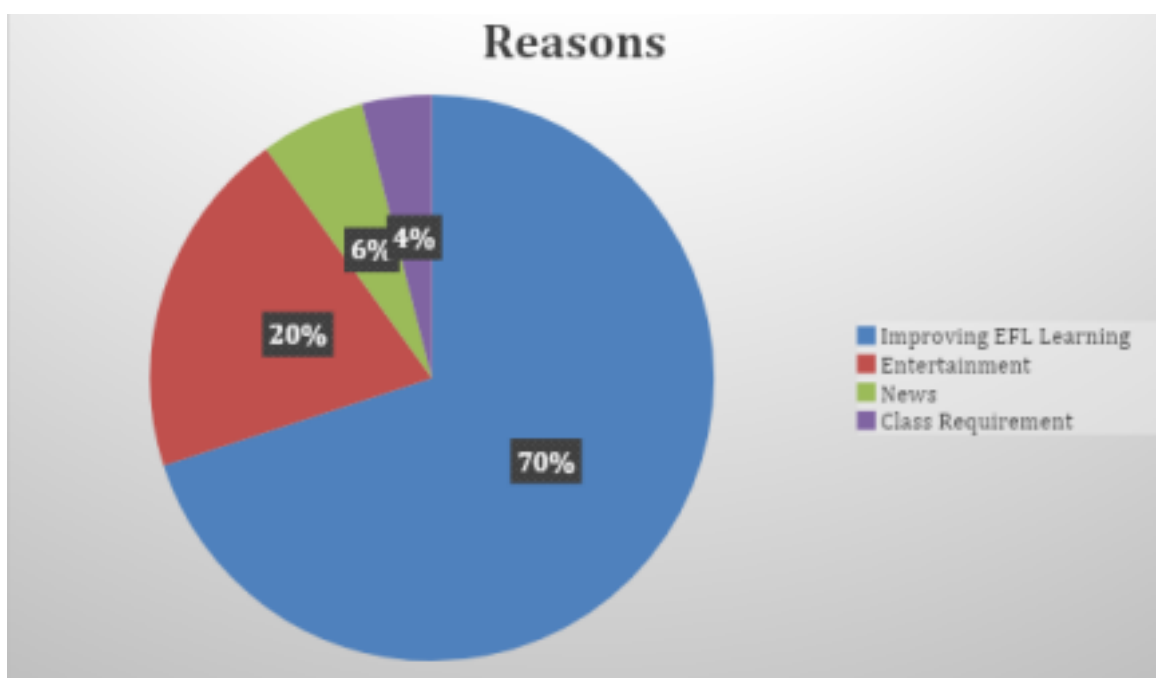


Figure (07): students' reasons for listening podcasts

From Table (02) and Figure (05) the data prompts learners to evaluate their motivations for utilizing podcasts. It says that 35 students (70%) use podcasts for improving EFL learning, whereas 10 students (20%) use them for entertainment. Additionally, 3 students (6%) use podcasts for news, and only 2 students (4%) use them for class requirement.

Further detailed analysis of the frequencies of scores are conducted. The following Table (04) and Figure (06) represent the frequencies of podcasts using.

Table (04): frequency distribution of student 'listening to podcast.

Options	Frequency	Percentage
Sometimes	30	60%
Always	10	20%
Often	10	20%

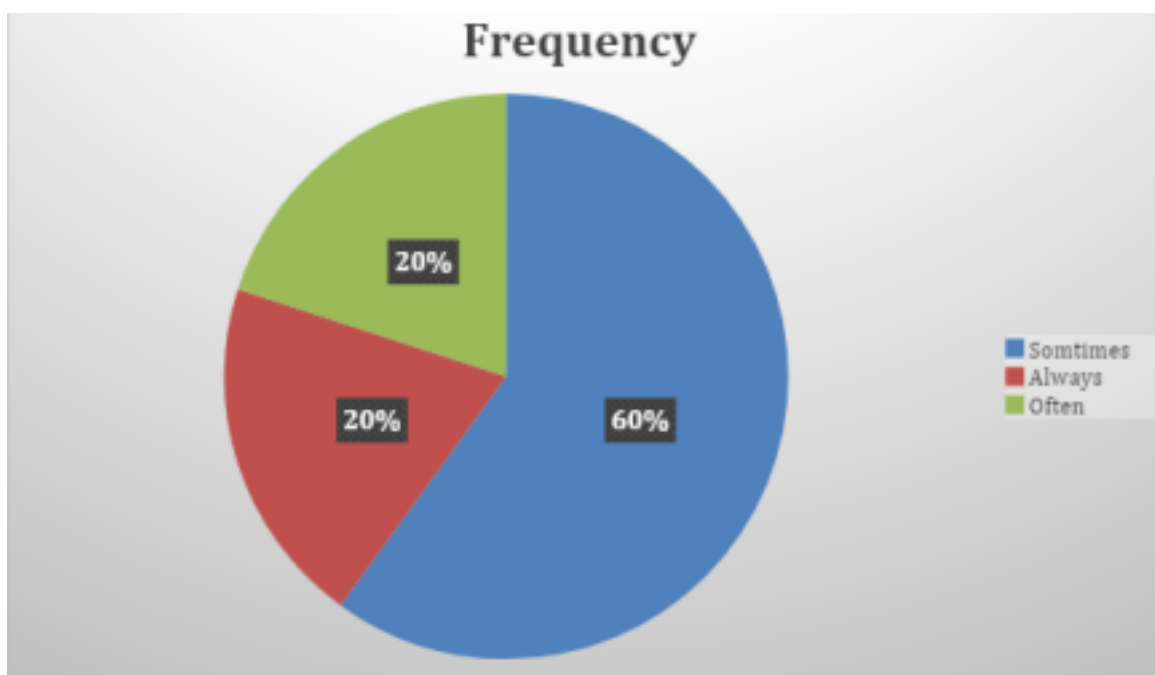


Figure (0): frequency distribution of students' listening to podcasts

An examination of both Table (04) and Figure (06) demonstrate that the majority of students (30), comprising a substantial of (60%), responded using podcasts sometimes. Furthermore, it is noteworthy that (20%) of students who represent 10 students for each option use podcasts always and often.

The subsequent item seeks to get an in-depth understanding of the location of podcasts listening. The data derived from this inquiry is presented in Table (05) and Figure (07) below:

Table (05): students' location of listening to podcasts :

Options	Respondents	Percentage
Out side	50	100%

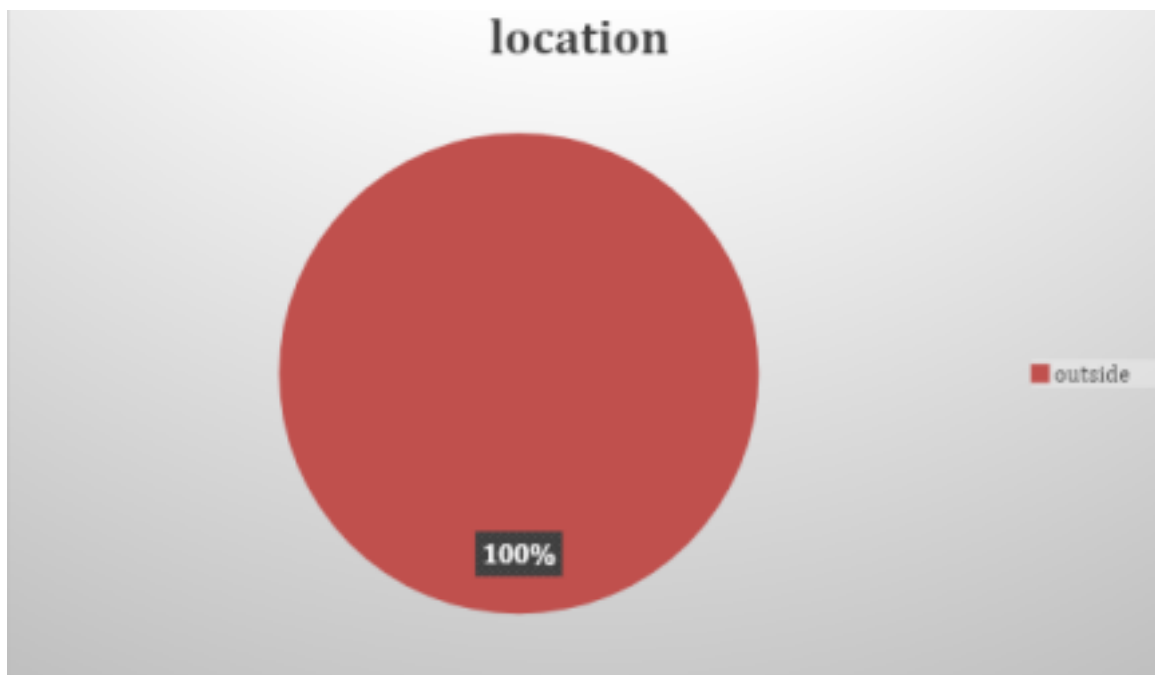


Figure (09): students' location of listening to podcasts

The tabulated data, as well as the symbolic representation above, collectively illuminate that all the students (50), amounting to (100%), use podcasts outside the classroom.

Subsequent to the aforementioned observations, a more detailed examination of the score percentages is undertaken. Presented in Table (06) and Figure (08) below are the challenges encountered by learners when using podcasts.

Table (06): students' challenges with podcasts.

Students' challenges	Frequency	Percentage
Lack of understanding due to different accents	25	50%
Fast speech	10	20%
Technology difficulties	7	14%
Time management because of working	8	16%

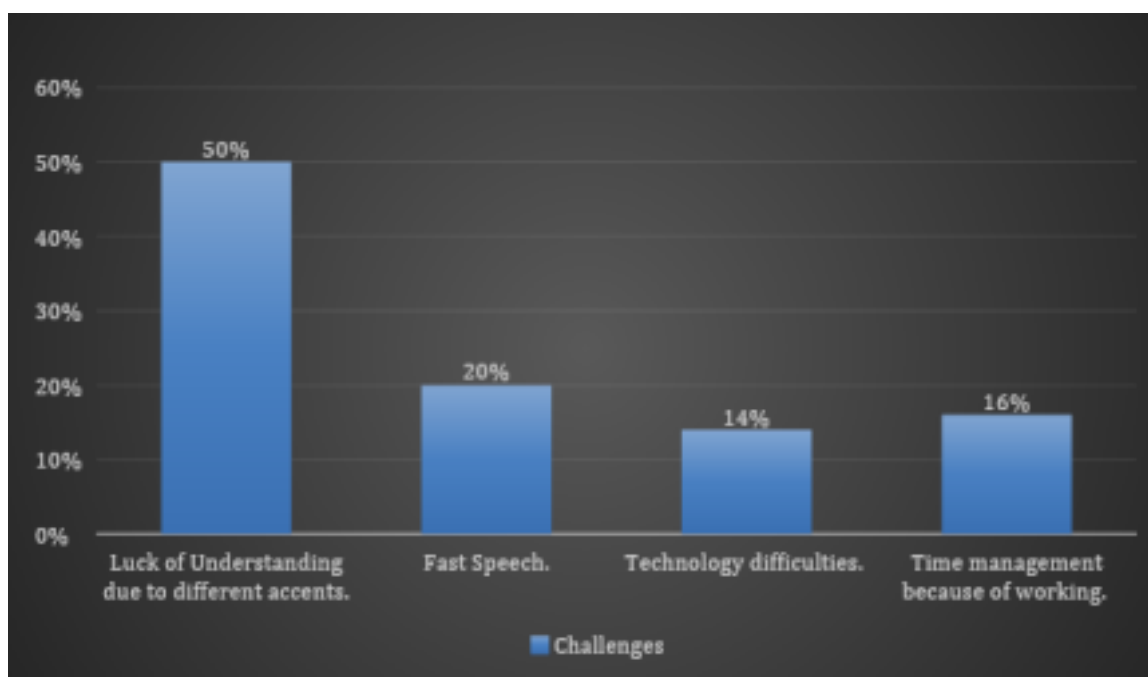


Figure (10): students' challenges with podcasts

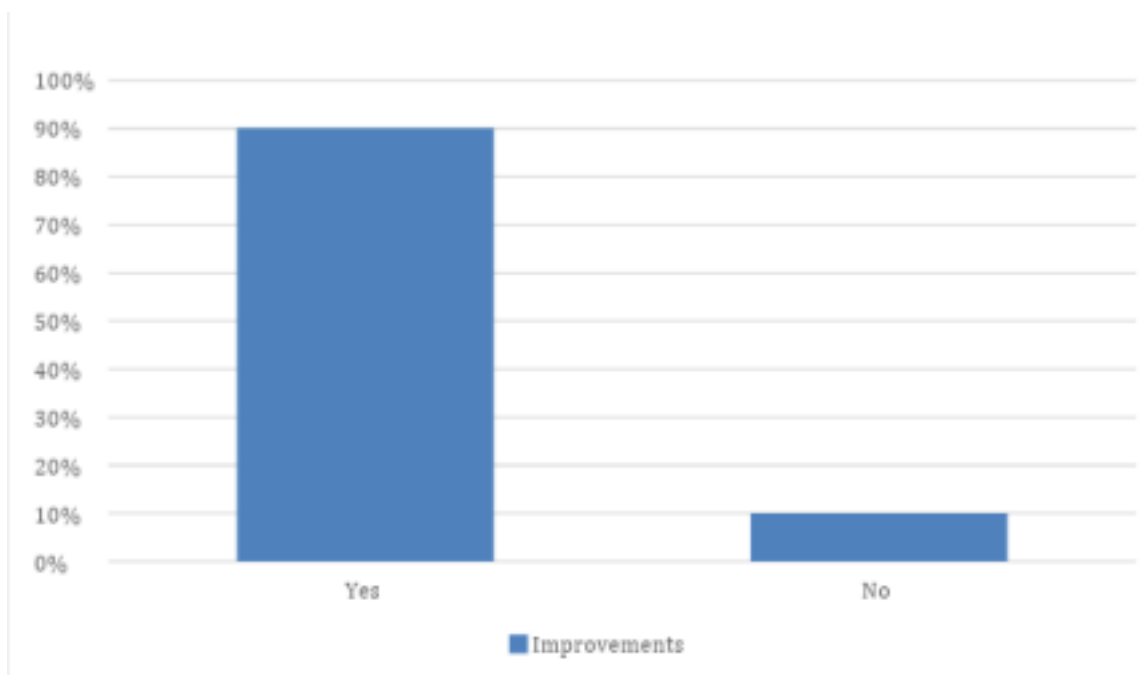
Table (06) and Figure (08) above show that "lack of understanding due to different accents" option received the highest percentage of responses (50%), while some

students still face “Fast speech” issues, this option received (20%). Almost a third (16%) of respondents mentioned “Lack of time management because of working” as a difficulty. While (14%) of students cited “Technology difficulties” as a challenge to use podcasts.

The following item is designed specifically to examine the learners’ improvements in listening, and speaking skills due to podcasts. Table (05) and Figure (09) represent these improvements below:

Table (07): students’ improvements for listening to podcasts

Options	Frequency	Percentage
Yes	45	90%
No	5	10%



Figure(11): students’ improvements in using podcasts

As depicted in Table (07) and Figure (09), the responses from the participants can be stratified into 02 answers “Yes/No”. 90% of students believe that use of podcasts noticed positive improvements in enhancing listening and speaking skills. However,

10% of students said that podcasts didn't help in improving their listening and speaking skills.

After collecting data from students' using podcasts, the obtained data is designed for learners who answer "No" to the use of podcasts. Further details are shown in table (08) and Figure (10) below:

Table (08): reasons for non-using podcasts.

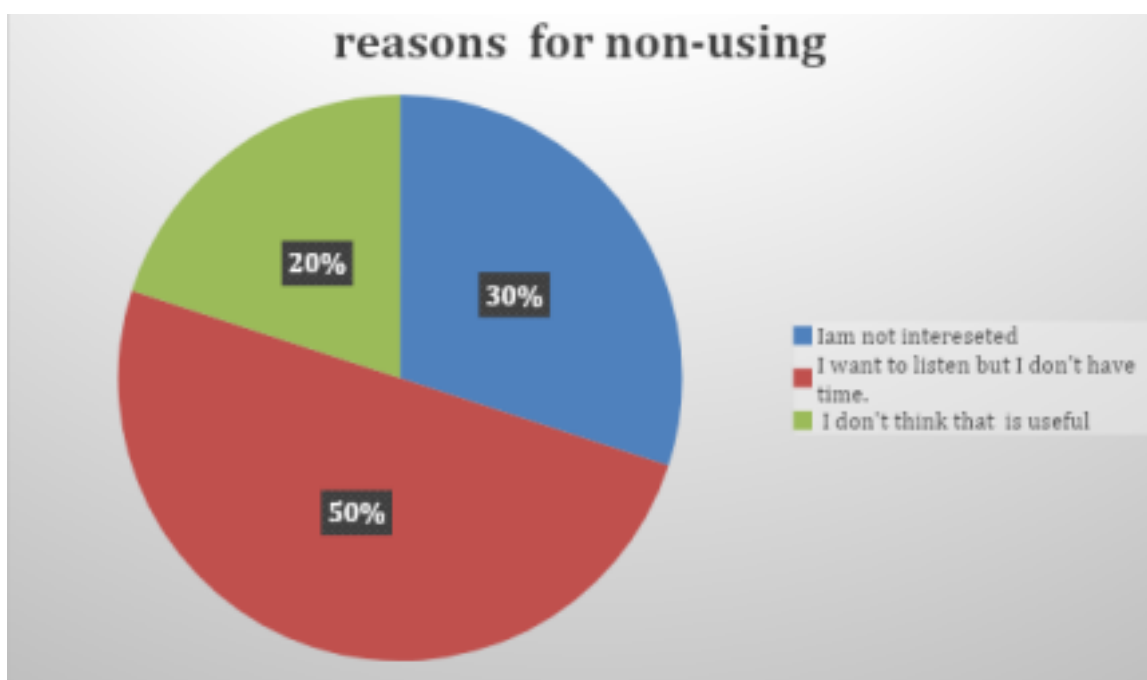


Figure (12): students' reasons for non-using podcasts

This

Options	Respondents	Percentage
I am not interested	15	30%
I want to listen but I don't have time	25	50%
I don't think that is useful	10	20%

question contributes significantly to the present study as it sheds light on the students who are not interested in the use of podcasts. The data, presented in both table and pie chart formats, reveals that 14% of students answer "No" due to many reasons.²⁵

students, comprising (50%), responded “I'm not interested”. While 15 students, (30%) of them said “I want to listen, but I don't have time”. Furthermore, 10 students, comprising (20%) said “I don't think that is useful”.

3.2.3. Attitudes towards the Use of Podcasts

The third section of the questionnaire was designed to explore the attitudes towards the use of podcasts. The questionnaire utilized a 5-point Likert scale to measure respondents’ attitudes toward various statements. Each item on the Likert scale was coded numerically, with 1 representing “Strongly Disagree” and 5 representing “Strongly Agree”.

The data collected were then analyzed to determine the mean and standard deviation for each statement, providing insights into the central tendency and variability of responses. Table (09) demonstrates the statements of learners’ perceptions of using podcasts according to mean score intervals. The mean value indicates the average level of agreement with each statement, while the standard deviation reflects the degree of variation among the responses. These metrics help to identify which statements showed more diverse opinions.

Table (09): descriptive analysis of students’ attitudes towards using podcasts.

Score intervals	[1-1,80]	[1,81-2,60]	[2,61-3,40]	[3,41-4,20]	[4,21-5]
Options	Very low	Low	Medium	Good	High

Statements	Items	Mean	SD
Using podcasts assists the proficiency level in English.	Item1	4,5800	,49857
Using podcasts helps improving listening, and speaking skills	Item2	4,5000	,580294

Listening to podcasts in class encourages to use them outside the classroom.	Item15	4,4400	,61146
Listening to podcasts in class helps to practice listening and speaking skills.	Item5	4,4400	,64397
Listening to podcasts helps to learn new words.	Item6	4,3600	,77618
Listening to podcasts helps enhancing pronunciation.	Item13	4,3000	,67763
Listening to podcasts helps in listening comprehension.	Item7	4,2000	,78246
Listening to podcasts with captions is better than without captions.	Item18	4,1000	,90914
Listening to podcasts enhances more fluency.	Item9	4,0000	,96890
Podcasts offer an authentic material of English listening.	Item17	3,9600	,98892
Podcasts help in learning grammar quickly and effectively.	Item16	3,8600	,80837
Podcasts help in improving reading and writing skills.	Item10	3,8200	,91896
Using podcasts in oral expression sessions assists the ability in speaking English.	Item8	3,7400	1,08440
Using podcasts enhances cohesion and coherence in learners' output.	Item4	3,7200	1,01096
Using podcasts raises learners' awareness about the variety of English accents.	Item14	3,6400	,80204
Using podcasts makes the back ground about the target culture larger.	Item11	3,4400	,90711
Using podcasts makes the choice of vocabulary wider	Item3	3,3800	1,10454

and sophisticated.			
Using podcasts helps to prepare learners for challenging real-life situations as they experience the use of language.	Item12	3,3600	1,12050

Concerning the results of table (09) of the students' attitudes towards the use of podcasts, the statistical analysis showed that students' agreement with item (1) which indicates that using podcasts assists the proficiency level in English is high as shown with a mean score of (M=4, 58).in item (2) students argued that using podcasts helps improve listening, and speaking skills with a high mean (M=4, 50). Using podcasts raises learners' awareness about the variety of English accents (item 15) is higher with mean score of (M=4, 44), also with the same mean score (M=4, 44) students argued that listening to podcasts help to learn new words (item 5). Furthermore, the students claimed that listening to podcasts helps enhance pronunciation (item 6) with a high mean score of (M=4, 36). Also in item (13) showed a high mean score of (M=4, 30) which supports using podcasts in oral expression sessions and assists the ability in speaking English.

In item (7), students claimed that listening to podcasts helps in listening comprehension with a good mean score of (M=4, 20). Also, the results pointed out that using podcasts helps to prepare learners for challenging real-life situations as they experience the use of language (item 18) is good as shown with a mean score of (M=4, 10). In item (9) which indicates that listening to podcasts enhances more fluency with a good mean score of (M=4, 00). Using podcasts makes the choice of vocabulary wider and sophisticated (item 17) is good with a mean score of (M=3, 96). In addition, the results considered using podcasts which makes the background about the target

culture larger (item 16) is a good mean score of (M=3, 86). In item (10), it showed a good mean score of (M=3, 82) which supports the idea that podcasts offer authentic English listening material. Likewise, in item (8) students agreed that listening to podcasts with captions is better than without captions with a good mean score of (M=3, 74). Also, in item (4), students argued that listening to podcasts in class helps to practice listening and speaking skills with a good mean score of (M=3, 72). Using podcasts enhances cohesion and coherence in learners' output (item 14) with a good mean level as shown in the score of (M=3, 64). In addition, podcasts help in learning grammar quickly and effectively (item 11) with a good mean score of (M=3, 44).

In item (3), students argued the idea of listening to podcasts in class are encouraged to use them outside the classroom with a medium mean score of (M=3, 38). Also, with a mean score of (M=3, 36), the results showed that (item 12) which is podcasts helps in improving reading and writing skills is at a medium level.

To conclude, the results of the study showed positive perceptions towards the use of podcasts which demonstrate that the mean number of item (1) increased as a highest level, however item (12) represents the lowest mean level as it is shown in the Items Mean (Figure 11).

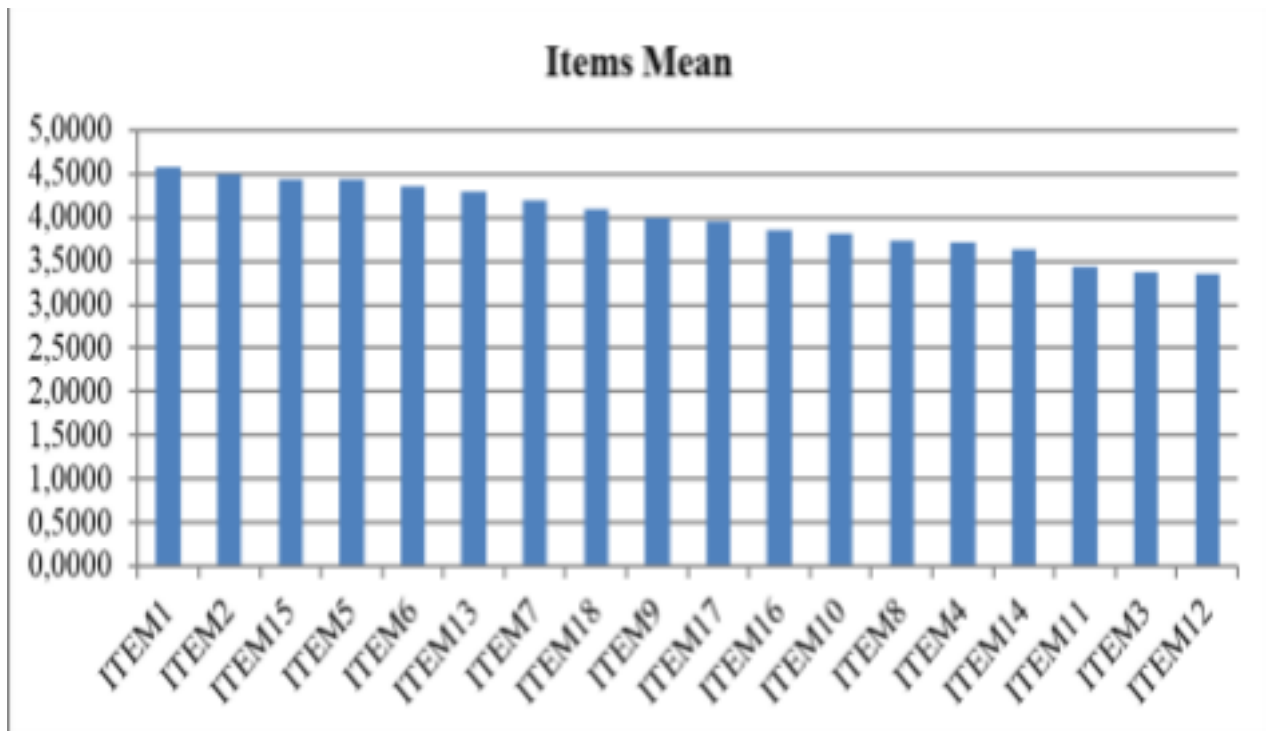


Figure (13): the mean values of podcasts' attitudes items

3.3. Findings' discussion

This section represents a discussion of the research results related to the research objectives. The findings of the study indicated that third-year English student's possessed favorable perceptions towards the use of podcasts to enhance their listening, and speaking skills. The positive perceptions revealed and demonstrated in this study depict the significance of using technology such as authentic materials in developing their listening and speaking comprehension. Furthermore, students can use it for learning the English language either as a personal desire or for academic needs such as teaching and learning.

Recently. The majority of respondents 86% highlighted the use of podcasts. The following discussion will explore the potential benefits of using podcasts.

One of the main benefits of listening to podcasts is its accessibility. Podcasts can be downloaded on many kinds of devices which help learners practice their listening and speaking skills. Consequently, students gained mobile phones as a basic tool used (78%),

in addition to the PC computer (16%) and MP3 players which represent a few percent (6%).

Another benefit of using podcasts is that it provides exposure to authentic spoken language. The overall results of the reasons for listening to podcasts, show that a substantial 70% of students listen to podcasts for improving EFL learning, while only 20% use it for entertainment, plus other cases for news(6%) and class requirement needs (4%).

Therefore, the results of the frequency listening podcasts indicate that 60% of students use them sometimes, while 20% are used oftenly, and with the same percentage (20%) they used podcasts always.

In addition, all of the students 100% use podcasts outside, which is mainly useful for those who cannot attend regular classes because of their busy schedules.

However, despite the potential benefits, the study also revealed some challenges that students faced when listening to podcasts. These challenges include technical difficulties(14%) in accessing and downloading the podcasts, and difficulty in understanding the language used by the speaker due to the accents used by the native speakers (50%). Therefore, 20% of students face problems in listening when the speaker speaks fastly. In addition, the difficulty to manage the time while working (16%) .

Despite the challenges encountered with using podcasts, the results revealed positive improvements due to listening and speaking performance. The majority of students 90% noticed positive improvements in enhancing listening and speaking skills due to use of podcasts . While the rest (10%) of students said that podcasts didn't help improve them .

This study shows other construct findings that explain reasons for non- listening podcasts. Their answers pointed out that they don't listen to podcasts for many

reasons.30% of answers revolve around the idea of "I'm not interested". While, 50% of responses face the difficulty of time under the idea of " I want to listen, but I don't have time". In addition, 20% of students take the idea " I don't think that is useful" as a reason.

Finally, this study uncovered the general attitudes towards the use of podcasts. The results are reported through the use of Mean (M), and Standard Deviation (SD). The results indicate that the majority of the students showed positive attitudes towards the use of podcasts with high item' levels in which using podcasts assists the proficiency level in English, helps improving listening ,and speaking skills, helps to learn new words, and enhancing pronunciation, also using podcasts in oral expression sessions assists the ability in speaking English, and raises learners' awareness about the variety of English accents. Furthermore, with good mean levels ,students said that listening to podcasts helps in listening comprehension , enhances more fluency , and helps in learning grammar quickly and effectively, offering an authentic material of English listening ,and listening to podcasts with captions is better than without them. In addition, using podcasts enhances cohesion and coherence in learners' output, they make the background about the target culture larger , and the choices of vocabulary wider and sophisticated, and they help to prepare learners for challenging real-life situations. While, with medium mean level , students said that listening to podcasts in class encourages to use them outside the classroom, and podcasts help in improving reading and writing skills.

3.4 Limitations of the study

This study is limited to EFL third-year students of m'sila University. Therefore, they were answered for one session to the same EFL class that had limited respondents (50), and only the questionnaire was used as a basic research instrument to collect the data. The study was conducted for several days later than originally planned.

3.5 Pedagogical Implications

Based on the findings of the study at hand, podcasts can be an effective tool for enhancing students' listening and speaking skills in English Language Learning. Here are some pedagogical implications that can be suggested:

- * Choosing appropriate podcasts that match students' proficiency levels and interests to expose an authentic language and speech patterns.
- * Integrating podcasts into lessons that provide students' transcript to read while listening inside and outside to aid comprehension.
- * Developing listening skills by using podcasts to build vocabulary, improve pronunciation, and enhance fluency.
- * Improving speaking skills that assign students to create their own podcasts' content and discuss it in pairs or groups.

By carefully selecting podcasts and integrating them into a well- designed curriculum, teachers can effectively use this technology to enhance students' listening and speaking skills in English Language Learning.

3.6 Recommendations for Further Research

The results drawn from this study pointed to a need of the following recommendations that should be taken into consideration:

- *Future research should focus on evaluating the impact of exposure to diverse English accents and dialects through podcasts.
- *It is very important to conduct studies on how listening to podcasts can improve learners' speaking skills, including fluency, accuracy, and confidence.
- *Future research should examine the accessibility of podcasts for learners with different levels of access to technology.
- * Prospective research should also investigate on developing and testing the assessment tools for measuring the effectiveness of podcasts in English language learning.
- * Conducting mixed-methods research, combining qualitative and quantitative approaches that will offer a comprehensive view of the potential benefits and challenges associated with podcasts-based language learning.

3.7 Conclusion

To conclude, the results of the third chapter which rely on learners' questionnaire indicate that the majority of the students showed positive perceptions in using podcasts at the level of enhancing listening and speaking skills. Even though they have encountered certain difficulties, which are classified into two themes including the challenges encountered while listening to podcasts, and students' non-using podcasts due to their causes such as lack of interest, and lack of time. Additionally, the attitudes towards using podcasts showed the scale of learners' grade in each item. This chapter also proffers a series of implications, and recommendations for educators in this study.

General Conclusion

General Conclusion

Developing the listening and speaking skills have become among the most important goals for EFL learners due to their importance in understanding the spoken language for better communication ,also enabling them to navigate the real-world situations ,and access new opportunities in personal, academic, and professional spheres . This study aimed at investigating the attitudes of using podcasts in enhancing listening and speaking skills for EFL third-year students.

This research work was served into two main chapters. The first one was a theoretical chapter that discussed the concepts of podcasts related to listening and speaking skills. The second chapter, however, was a fieldwork. A semi-structured questionnaire was used as a research instrument to collect data quantitatively and qualitatively.

Upon analysis of the data collected from the questionnaire test, it becomes evident that the overall findings of this study indicate that third-year students improve their listening and speaking performance through using podcasts as an ICT tool for improving EFL learning. Although some difficulties are encountered when using podcasts such as lack of understanding the different accents and speed of speech , the results revealed positive improvements due to listening and speaking performance. Also the results showed positive perceptions towards the use of podcasts as it is mentioned in the item' levels such as with high mean students reporting that using podcasts assists the proficiency level in English,and helps improving listening and speaking skills. In good level items, students reported that listening to podcasts helps in learning grammar quickly and effectively, and offers authentic material for English

listening. while with medium level items, students also reported that podcasts help in improving reading and writing skills.

This study is limited to EFL third-year students of M'sile university. It involved a single session with 50 participants, using only a questionnaire to collect data.

podcasts play a multifaceted role in society, serving educational, entertainment purposes. In other words, by using podcasts inside or outside classrooms, the students improve their listening and speaking skills of English Language Learning. The outcomes of the investigation are anticipated to open avenues for further exploration in the domain of using podcasts in choosing the appropriate podcasts that match students' proficiency levels , and also carefully integrating them into a well-designed curriculum.

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Appendix

Students' questionnaire:

We are students of letters and English language department at M'sila University. This questionnaire is part of the requirements of MA thesis to explore the effectiveness of Podcasts in enhancing EFL learners' listening and speaking skills. The questionnaire is intended for research purposes only, so we would be very grateful if you could devote a few minutes of your time to fill this questionnaire.

Personal information:

Age: 20-25 25-30 over30

Gender: Male Female

The use of Podcasts:

3/ Do you use podcast?

YES NO

* If your answer to question 3 is “yes”, please elaborate: (by answering the following questions).

4/ what kind of device do you use to listen to podcasts? (you may check one answer).

Mobile phone PC computer
Radio MP3 players

IPAD

others specify

.....

5/ what are the reasons for listening to podcasts?

Entertainment

news

Class requirement

For improving EFL learning

others, specify please

.....

6/How often do you listen to podcast?

Always

Often

Sometimes

7/ where do you listen to podcast?

In class

outside

8/ What challenges did you encounter with podcast?

.....
.....
.....

9/ have you noticed any improvement in listening skill, speaking skill due to listening to podcasts?

.....
.....
.....

*If your answer to question 3 is “No”, please elaborate:

10/what is the reason you have not listened to podcasts?

I'm not interested.

I want to listen, but I don't have time.

I don't think that is useful.

I don't know what podcasts are.

Others, specify please.

Attitudes towards the use of podcasts: (choose one answer for each statement).

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
11-Using podcasts assists the proficiency level in English					
12-Using podcasts helps improving listening, and speaking skills.					
13-Listening to podcasts in class encourages to use them outside the classroom.					
14- Listening to podcasts in class helps to practice listening and					

speaking skills.					
15-Listening to podcasts helps to learn new words.					
16-Listening to podcasts helps enhancing pronunciation.					
17-Listening to podcasts helps in listening comprehension.					
18-Listening to podcasts with captions is better than without captions.					
19-listening to podcasts enhances more fluency.					
20-Podcasts offer an authentic material of English listening.					
21-podcasts help in learning grammar quickly and effectively.					
22-podcasts help in improving reading and writing skills.					
23-Using podcasts in oral expression sessions assists the ability in speaking English.					
24-Using podcasts enhances cohesion and coherence in					

learners' output.					
25-Using podcasts raises learners' awareness about the variety of English accents.					

26-Using podcasts makes the back ground about the target culture larger.					
27-Using podcasts makes the choice of vocabulary wider and sophisticated.					
28-using podcasts helps to prepare learners for challenging real-life situations as they experience the use of language.					

المخلص

يهدف العمل الحالي الى تسليط الضوء على فعالية استخدام البودكاست في تحسين مهارات الاستماع و التحدث. لتحقيق الاستفسارات البحثية و الاهداف المحددة , اعتمد الباحثون نهجا وصفيا تفسيريا حيث تم توزيع استبيان مميز بين المتعلمين لجمع البيانات في الكمية و النوعية. و تشير النتائج الى تصورات ايجابية اتجاه استخدام البودكاست في تحسين مهارات الاستماع و التحدث. كما اظهر معظم المشاركين تحسنا ايجابيا و افادوا بانهم يستخدمون البودكاست لتحسين ادائهم في الاستماع و التحدث. بالاضافة الى ذلك, يمكن للطلاب استخدامه لتعلم اللغة الانجليزية اما لاهتمامات شخصية او لتلبية المتطلبات الاكاديمية في التدريس و التعلم. ومع ذلك, على الرغم من هذه النتائج الايجابية , واجه الطلاب بعض التحديات في استخدام البودكاست مثل صعوبة فهم لهجة المتحدثين و سرعة الكلام. و يؤكد هذا على تفضيل الطلاب و انخراطهم في استخدام البودكاست لتحقيق مهارات الاستماع و التحدث الفعالة .