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**Investigating Teachers' and Students' Attitudes towards the Role
of Using Authentic Audio Podcasts on Developing EFL Learners'
Speaking Skills**

Case study: Second year LMD students at M'sila University

**Dissertation Submitted to the Department of English in partial fulfillment of the
Requirements for the Degree of Master**

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Dedication

I dedicate this work to my beloved parents. My father Abdellah who means everything to me. May Allah protect him

To my mother Fatima.

To my brothers: Hossem, Abdelouahab, and Ziyed.

To my little sister: Ikram

To all my friends: Hadjer, Amina, Nadia, and Ilhem

To all the classmates and teachers of Master Two classes.

Yassamin MANNI

Dedication

I dedicate this work to my dear parents:

*Mohammed ABDELKEBIR and Malika KHELIF. You have
been my pillars of strength and support, my guiding light
through the difficulties of my life as well as my ongoing source
of inspiration and motivation*

Amina ABDELKEBIR

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Abstract

In EFL instruction teaching speaking has received more attention in the last few years. Many teachers and researchers are conducting studies to find solutions to students' problems when they speak with the English language, as well as selecting the appropriate materials that overcome their weaknesses in the speaking skill. Authentic audio podcasts are considered helpful materials since they bring real communication situations to the classroom through an exposure to the language of native speakers. The current study tries to explore teachers' and students' perceptions about the role of using authentic audio podcasts on developing EFL learners speaking skill. This research hypothesized that the use of authentic audio podcasts in teaching English language develop students speaking ability. Furthermore, data were collected through a questionnaire submitted to second year LMD students of English department at M'sila University (75 students) and a questionnaire conducted with teachers who taught oral expression module at M'sila University (10 teachers) The results obtained from this research confirmed that students consider the use of authentic audio podcasts an important technique for enhancing their speaking skill. Moreover, the findings showed that teachers are highly positive towards the use of authentic audio podcasts in the EFL oral classes. Thus, according to the outcomes obtained, authentic audio podcasts are recommended to be used for improving EFL learners' speaking skill.

Key words: Authentic audio podcasts, EFL learners, speaking difficulties, listening skill.

List of Abbreviations

ICTs: Information and Communication Technologies

EFL: English as a Foreign Language

LMD :License-Master-Doctorate

ELLS: English Language Learners

ESL: English as a Second Language

RSS :Really Simple Syndication

AAPs: Authentic Audio Podcasts

APs: Audio podcasts

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General

Introduction

1. Background of the Study

The ultimate goal of second or foreign language learning is to interact successfully in that language. People need to develop their speaking skill because they need to communicate with others in real life. Nunan (2002) defined speaking as "the productive oral skill that consists of producing systematic verbal utterance to convey meaning". In other words, we sincerely want to say something in order to attain a certain goal (Rizqiningsih & Hadi,2019, p.129). Moreover, it is the process of sharing feelings, thoughts, ideas, perceptions, and knowledge. In the teaching and learning process, this skill is ignored compared to other skills.

Additionally, many teachers continue to use traditional methods to teach students how to engage in conversation, despite the fact that information and communication technologies (ICTs) are thought to be good instruments for aiding the learning process. Aktaruzzaman et al. (2011, p.144) confirmed that "ICTs are powerful and resourceful tools that can help to create more effective learning environments and improve lifelong learning skills and habits and should therefore be present in every educational place".

ICTs play a crucial role in teaching and learning in general and in the field of learning and teaching languages in particular. In other words, ICTs make learners successful since they are engaged and motivated by creating motivational environment because it is important for students to have an interesting, interactive, and experimental mode of instruction that will make learning enjoyable and easy" (Aktaruzzaman et al., 2011, p. 118–119).

For teaching speaking skill to EFL learners. Using AAPs exposes students to actual teaching and learning practices. Besides, using them as additional materials in the classroom increases student engagement and access to the information, promotes academic accomplishment, and creates a pleasant learning environment.

Audio podcasts (AP), particularly those generated by native speakers, are beneficial materials that provide meaningful and real feedback. They help learners to understand how

people collaborate in the target culture and language by bringing a variety of communicative settings into the classroom. When AP are authentic, they present the content in a real-world setting, exposes EFL learners to authentic language and provide listeners with a wealth of authentic content while keeping their concentration on the aural information.

AP are often acknowledged as authentic resources to support student-centered and self-directed learning. Incorporating authentic audio podcasts into the classroom allows for the introduction of the target language's environment and culture in a creative and collaborative setting. Since authentic materials are constructed on a communicative approach, the utility of authentic materials as teaching instruments is maintained. They bring learners into contact with real-life situations. Therefore, studies should investigate more about the importance of using AAPs on developing speaking skills.

It is necessary to develop students' oral skills through the use of some techniques to encourage learners and foster their speaking skills. Studies in this field help teachers know more about the difficulties that they may face with their students, and about up-to-date ways to overcome them in the foreign language classroom.

2. Statement of the Problem

Many EFL learners face problems when they try to get into a conversation, though they have studied the language for many years. Here, the role of the teacher should be present; he should help his students use the English language correctly because learning a language requires mastering the four skills which are: listening, speaking, reading, and writing. Their importance is equal; however, speaking skills play a critical role in the communication process.

The majority of EFL learners' first goal is to interact with people all around the world, express their ideas, thoughts, and perceptions, and to be professional in their speaking. This is

difficult and needs more capacity and patience. Some teachers help their students improve their speaking abilities by using new techniques and methods rather than following the traditional methods, such as using AAPs to develop students speaking skills. They might play a significant role in enhancing learner's oral skills and might be useful and helpful in achieving the intended goal. Therefore, the current study examines the role of AAPs in enhancing EFL learners speaking skills.

3. Research Questions:

Research questions are formulated as follows:

1. Why a lot of EFL learners correctly, although they have been studying?
2. Do AAPs affect EFL learners speaking skill?
3. What are teachers' and students' attitudes towards the use of AAPs for developing the speaking skill?

5. Research Hypothesis

In order to answer the research questions, the following hypothesis was formulated :

The use of authentic audio podcasts would improve learners' speaking ability

4. Research Objectives

- 1 .Investigating the difficulties from improving their oral proficiency
- 2 .Exploring the impact of AAPs in EFL oral proficiency.
3. Investigating learners and teachers attitudes towards the use of AAPs on developing EFL speaking skills

6. The significance of the Study

This study may provide teachers with effective strategies to use AAPs for the development of learners' oral proficiency. It may also help learners develop and enhance their English language level through the use of effective, AAPs and recognize their importance.

7. Methodology of the Study

The current study attempts to explore the effectiveness of using AAPs in class to develop EFL speaking skills. A descriptive method that emphasized quantitative design to provide a comprehensive perspective about the problem and to promote this study with more reliable data. The main research tools that were used for collecting data were two questionnaires, to have more reliable data and access to the respondent's attitudes and opinions. They consisted of closed-ended questions and open-ended questions. The first questionnaire was designed to second-year LMD students (75 students) of the department of English at M'sila University since they have more experience in oral expression and are aware of the difficulties that they encounter in mastering the speaking skill. The sample of this study is composed of forty (75) students who will be chosen randomly.

The second questionnaire was administered to teachers of the department of English at M'sila University in order to gain their perceptions about the current research topic. Twenty (25) teachers responded the questionnaire.

8. Structure of the Study

This study includes into two chapters. The first chapter consists of two sections the first section provides the main issues related to speaking skills, while the second one provides the use of authentic audio podcasts to develop speaking abilities. The second chapter focuses on research methodology. It deals with data collection and analysis of the two questionnaires, which are submitted to second-year LMD students of the English department at M'sila University and to teachers of the English department at M'sila University. In addition, it provides a discussion of the findings and recommendations.

Chapter One

Theoretical

Framework

Section One: General Overview about Speaking Skill

Introduction

Any language can be both simple and complex . The four needs of language are known as the four skills: reading, writing, listening, and speaking. They are essential to every language-learning journey. For English teaching to be successful, the four skills must be effectively blended. These abilities should be addressed in a way that assists students in meeting the requirements set by teachers and gradually developing their communicative abilities.

Sadiku (2015) confirms that "in fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers, and writers so as to be able to communicate effectively".(p.29) . The mastery of these skills is a gradual process. Teachers, for instance, should expose learners to gradually challenging tasks and material. It is clear that the four skills are classified into productive and receptive skills. Productive skills include speaking and writing. They are called productive skills because the learner is producing words, phrases, and utterances. Receptive skills include reading and listening. They are called so because the learner is receiving words, ideas, or phrases.

Language four skills are also called macro-skills. Starting with listening skills, which "have been a great concern for language teaching theoreticians and teachers since they are regarded as one of the prior conditions of oral output in the language learning process" (Yavuz & Celik, 2017, p. 9). So listening skills are about receiving information while communicating with people. It is one of the most important skills. The second skill is speaking. Rao (2019) stated that "Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language" (p.8). In order to be a good communicator speaking skill has to be improved. The third skill is reading skill which is a receptive skill that helps learners to receive information. According to Moreillon (as cited in Putri, Octavialis, & Sadikin, 2019, p. 862), "reading is making meaning from print and from visual information ,but reading is not simple. Reading is an active process that

requires a great deal of practice and skill". When people read, they receive information and create meaning from printed and visual information. Finally, writing skills are productive skills that involve communicating and conveying messages to audiences through printed words. Klimova as cited in (Kardenia et al., 2020, p. 62) strongly confirmed that" writing has an important social function and has high prestige among the other skills in a language". Therefore, in any language learning, there should be an integration of all four skills to be professional in the language. This research is interested in speaking skills.

In the present two sections of this literature review chapter, we define speaking, examine the most common difficulties faced by EFL learners, and identify some classroom strategies that overcome the hindrances and promote speaking. While the second section we define ICTs, identify the teaching aids, some definitions of podcasting, and the role of AAPs in improving EFL speaking skills.

1. Definition of Speaking Skill

There are several suggested definitions of speaking skill in language learning. Rizqiningsih and Hadi (2019) confirmed that "speaking skill is a productive skill of language learning. It involves communicative performance and other important elements"(p.127). Definitely, it is a productive skill where students can produce words, phrases, or utterances. It involves elements like grammar, pronunciation, and fluency. Similarly, "it is an important part of everyday interaction, and most often the first impression of a person is based on his or her ability to speak fluently"(Rizaqiningsih & Hadi, 2019, p. 128). Of course, when meeting a person for the first time, his or her way of speaking is the first thing that can be noticed. Bueno et al. (as cited in Rao, 2019, p. 8) said that "speaking is one of the most difficult skills language learners have to face". Surely, because it requires more practice, especially if the foreign language has sounds that do not exist in the mother tongue. Here, the teachers should help the learners be good speakers.

Speaking skills include some of the micro-skills, which are syntax, morphology, grammar, pragmatics, semantics, and phonology. Speaking skills involve interactions with others, and there should be at least two people communicating. While students speak, they express their ideas, information, thoughts, or perceptions in words. When people meet with each other, they engage in conversations and exchange ideas, feelings, and emotions. Since they wish to create a conformable zone of communication with each other. This indicates that speaking fluently or being good at oral communication is a core aspect of humans' ability to stay connected to each other. Through developing speaking skills, communication will be effective. Moreover, to improve speaking skills, it is necessary to strike a balance between accuracy and fluency because they play a significant role in the development of the skill.

Accuracy is producing utterances without making mistakes in grammar, phonology, syntax, morphology, or vocabulary. Fluency is defined as speaking without hesitation. According to Gert and Hans (2008), speaking involves the act of communicating through verbal expressions with the aim of being acknowledged by the listener, who then interprets the message to understand its intended meaning. (p.207) as cited in (AlAdl, 2017, p. 294).

That is to say, when a person speaks, he uses words to convey a message with the intention of being understood by the person he is speaking to. The receiver then processes the message in order to comprehend its intended meaning. Speaking as a transaction refers to a circumstance in which the emphasis is on the message regarding what is said or accomplished in order to ensure that people understand properly and precisely. Based on these views, speaking ability is tied to communication. Speaking is the ability to utilize a language appropriately to express one's ideas, thoughts, or feelings in order to provide or receive information and knowledge from other communicators.

2. Importance of Speaking Skill

Speaking skills are very important because they enhance language learning. The importance of speaking skills is observed in real-life situations. To be good at expressing thoughts, ideas, or intentions, it is necessary to be proficient in oral skills.

In today's global environment, communication is critical to achieving success in all fields. Language is utilized as a communication tool. People cannot communicate effectively unless they use a language. Furthermore, people cannot attain their ambitions, objectives, and goals unless they communicate effectively. As a result, a language is required to communicate with individuals who live all over the world. Because English is regarded as an international language and is spoken all over the world, it serves the goal of connecting individuals from other regions, states, countries, and continents.

Speaking ability is the most critical and crucial skill to gain when studying a foreign or second language. According to Brown and Yuke (as cited Rao, 2019, p. 8), "speaking is the skill that students will be judged on the most in real-life situations,". Regardless of its importance, teaching speaking skills has been devalued, and most EFL/ESL teachers continue to teach speaking skills as if they were memorizing dialogues or repeating drills. Nonetheless, the modern world requires skills for learners, and English teachers must teach English language learners (ELLs) the necessary skills so that they can enhance their speaking abilities and function well in real-life circumstances.

Oral skills are entirely ignored in today's EFL/ESL teaching environment, despite the fact that employment is more dependent on communication than technology. Because crucial parts of language such as phonological, morphological, semantic, and syntactic characteristics have received little attention, it has become a major hurdle for ELLs to gain speaking skills among English learners. So far, more emphasis has been placed on reading and writing abilities. After discovering the significance of oral communication abilities, more attention is now being placed on

strengthening the speaking skills of learners in order for them to effectively complete their studies and excel in their fields once they have completed their education.

Furthermore, English is the language of obtaining job prospects and achieving success in achieving one's life objectives in life. According to Bueno, Madrid, and McLaren (as cited in Rao, 2019, p. 8), "speaking is one of the most difficult skills language learners must master". Speaking is regarded as the most crucial of the four English language abilities. Even the students study the language for several years. Speaking appears to be the most challenging of the four basic English language abilities since speakers must compose phrases on the spur of the moment. It is extremely difficult for foreign or second language learners to generate sentences without first knowing the grammatical structures and having adequate vocabulary knowledge.

As a result, EFL learners have numerous difficulties in speaking proper English sentences. Students want to improve their speaking abilities because they are so important in communication to develop these abilities in order to communicate effectively with the entire community all around the world. Furthermore, speaking skills are useful for students when they need to settle down in their careers. In today's world, it is extremely typical to demonstrate students' oral communications during job interviews, and many selections are dependent on the performance of the interview. Students must participate in and demonstrate their abilities in debates and group discussions in which their performance or oral communication skills are predominantly evaluated.

Moreover, Speaking abilities are the most important for all learners who want to study English to advance their careers, grow their businesses, boost their confidence, acquire better employment opportunities, give public presentations, attend interviews, engage in debates, and form groups. Everything in today's modern world is tied to one's ability to speak. A good communicator has the ability to conquer the entire planet. Moreover, good communication skills are a passport to greater job prospects. When learners practice speaking skills in their EFL classrooms, they master them and perform well in activities both inside and outside of the classroom.

3. Speaking Problems

Speaking problems are obstacles that make students or anyone lack the ability to speak. Though they have studied English for many years, they still have problems using the language. Most students find it difficult to communicate in English with their English teachers or native speakers. In addition, most students will be quite proud if they can speak the language fluently, yet most of them will have difficulties when using the target language. Below are two types of problems that foreign language learners may face: linguistic problems and psychological problems.

3.1. Linguistic Problems

They are barriers related to language that students face. Evanz and Green (as cited in Leong and Ahmadi, 2017) examined the language problems experienced by the students at a Hong Kong university. The results obtained from this study centered on academic speaking skills like grammar, pronunciation, and fluency.

3.1.1. Grammar. By definition, "the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language," (Harmer, 2001, as cited in Rizqiningsih and Hadi, 2019, p. 130). Therefore, it is clear that grammar's function is the arrangement of the correct meaning of utterances according to the context. If the learners do not know the rules of grammar and how to structure phrases, sentences, clauses, or words, they could not use the English language correctly. Grammar is required for learners to arrange correct sentences in written and oral conversations. Moreover, grammar is also important for learning the proper technique to achieve proficiency in a language in both oral and written forms.

3.1.2 Pronunciation. Pronunciation is an important factor in the process of developing speaking because when it is correct the speaker will be understood correctly. It is an important aspect of foreign language learning. Correct pronunciation is necessary to ameliorate speaking skills because errors in pronunciation can lead to misunderstandings in communication. Rizqiningsih and

Hadi (2019, p. 130) assert that "the students can communicate effectively when they have good pronunciation and intonation, even though they have limited vocabulary and grammar". So having good pronunciation is also important for being a good communicator. The goal of learning pronunciation is not to create a flawless native accent intonation but rather to get learners to pronounce precisely enough to be easily and comfortably understood by other speakers.

3.1.3. Fluency. Fluency typically refers to the ability to express oral words easily and without interruption. If the instructor wants to assess students' fluency during the teaching and learning process, the teacher allows students to express themselves without interruption. The goal is for students to be able to communicate easily and fluently. If students are not fluent, they will face problems while speaking. It is good when students do not spend more time searching for items in the language needed to express their information. It is difficult to learn to be fluent, but with practice or using teaching aids, it can be improved.

3.1.4. Mother Tongue Use. In the case of students sharing the same mother tongue, they will use it since they find it easy to talk, share information with others, and express their ideas. The students believe that their mother tongue is easier to learn than their foreign language. When speaking in a foreign language, they frequently integrate mother-tongue usage. According to Harmer (as cited in Jannah & Fitriati, 2016, p.69), there are several reasons why students use their mother tongue in class. To begin, when students are requested to participate in a debate about a topic in which they are not proficient, they will utilize their native language to express themselves. Another argument is that speaking in one's mother tongue is natural. Furthermore, if there is no encouragement from the teachers, students will use their first language to explain something to another. Finally, if teachers frequently utilize the students' language, they will feel more at ease doing so.

3.2. *Psychological Problems*

They are barriers that students face in learning a foreign language related to mind, behavior, or psychology.

3.2.1 Self-Confidence. Some students distrust themselves and hesitate to make mistakes, as stated by He and Chen (as cited in Jannah and Fitriati, 2016, p. 70), "the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well". That is to say, lack of self-confidence also becomes a great problem that affects students' speaking performance. It is difficult for the students to master English if their speaking abilities are low. Moreover, when students realize that their conversation partners have not comprehended them or that they do not understand the other speaker, they frequently lose confidence. In this case, they would rather remain mute while others speak. Therefore, the teacher should emphasize more on enhancing students' confidence when speaking.

3.2.2. Anxiety. It is the feeling when students fear making mistakes, missing the pronunciation, or speaking in front of the public. Gardner and MacIntyre (as cited in Jannah and Fitriati, 2016, p. 70) define language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient". This feeling affects the learner's behavior, mind, and psychology badly. Students can be apprehensive, tensed, nervous, and introverted in the context of learning a foreign language. Anxiety is one of the issues that can cause students to feel uneasy when performing public speaking. Anxiety over speaking a specific language can have an impact on students' performance. It can have an impact on the quality of oral language production and cause people to appear less fluent than they are. Therefore, teachers should make an effort to create a learning environment that provides learners of foreign languages with more comfortable settings for their learning activities.

3.2.3. Lack of Motivation. When students are not stimulated, they will not do their best to improve their speaking abilities. Motivation helps students a lot to achieve their goals. According to

Jannah and Fitriati (2016, p. 70) "students' speaking performance can be affected by the factors that come from performance conditions such as time pressure, planning, standard of performance, and amount of support; affective factors such as motivation, confidence, and anxiety; listening ability; and feedback during speaking activities". So all these have a crucial role in enhancing students speaking performances. Motivation determines the success of a speaking performance. It will also have an impact on the score of the students speaking performances. As a result, students must be motivated in order for their speaking performances to be successful. These issues have a significant impact on students' public speaking activities. They make it difficult for them to communicate in English. They also render the speaking activities passive, and the teaching and learning process in the speaking class cannot function properly. Moreover, students' academic performance will not be high.

4. Listening and Speaking Skills

Sadiku (2015) confirmed that "these two skills are highly interrelated and work simultaneously in real-life situations. Therefore, the integration of the two skills aims to foster effective oral communication. This integration will assure real-life and purposeful communication "(p.29). That is to say, listening and speaking skills have a valid relationship. Speaking and listening skills are so important that students have to master them. There are several methods to teach these two skills.

One of these methods is using authentic audio podcasts (AAPs) in the classroom. An effective strategy can help students comprehend and develop their speaking and listening skills as well. In developing speaking and listening skills, teachers should use appropriate techniques for the enhancement of these skills. So listening skills involve receiving language through the auditory system. While speaking is to produce utterances and communicate orally. It is better to integrate them into learning a foreign language because they help with communication. Therefore, listening skills can be the reason for the development of speaking skills.

5. Strategies for Effective Speaking Skill

Teachers of foreign languages should help their students by using effective strategies to improve their oral communications and overcome problems and obstacles in the learning process.

5.1. Role-Play

Role-plays are effective activities to introduce in the classroom in order to improve the learners speaking skills. Rao (2019, p. 14) stated that "another activity that is more useful for the ELLs to improve their speaking skills is introducing role-play activities in the classrooms". Doing so by making students groups or pairs and performing about different topics. When students perform, they will give their best, perform well, and speak correct grammatical sentences, especially if the topics are interesting and easy. Thus, they will exchange their ideas, thoughts, and perceptions. In addition, role-play is effective in enhancing students speaking ability because it makes them practice communication in different social contexts. Moreover, students will be more creative because they will create pictures and scenes from real-life situations and present them in the classroom.

For succeeding with role plays, there should be some techniques to follow: careful preparation, giving each student a card that describes the person or the role to be played; brainstorming; keeping groups small; giving students time to prepare themselves; allowing students to work at their own levels; not expecting all students to contribute equally to the discussion; or using every grammar point teachers have taught; doing topical and linguistic follow-up (Bahrani & Soltani, 2012, pp 28–29). By following these techniques, learners' speaking abilities will be improved.

5.2. Story-Telling

A good way to make students develop their speaking is by making them tell stories they prefer, by having the teacher tell a story and they complete it with logical and appropriate sentences, or by reading stories and then telling them without reading just what they have remembered.

Students will do their best to produce correct grammatical sentences to tell the stories. Moreover, story-telling helps students be courageous and confident enough to speak in public. "This activity motivates them to produce and add at least one sentence by uttering it to complete the story positively" (Akhter et al., 2020, p. 6028–6029). Students learn to talk properly, with intention, and with care for their audience as they learn to tell stories.

5.3. Discussion

A group discussion is a sort of discussion in which participants share ideas or activities. Students in the group conversation are united by one fundamental concept. Based on that concept, each member of the group represents his point of view. A conversation assesses learner's abilities, such as leadership, communication, social skills and conduct, politeness, collaboration, listening capacity, general awareness, confidence, and problem-solving. Learners are encouraged to express their perspectives on a topic of interest with their classmates. They may differ due to a lack of self-confidence and linguistic command. Students are instructed to practice speaking in small groups to reduce nervousness and dread. It is an effective strategy that helps students develop their oral communication.

Conclusion

In this chapter, we identified speaking skills and some of the difficulties that EFL students may face. The difficulties can be related to language (grammar, pronunciation, and fluency) and or to psychology (lack of motivation, anxiety, and lack of mother tongue use). These difficulties make teachers provide effective strategies and methods to avoid them. Moreover, it is clear that speaking is a very important skill in the teaching and learning process of foreign languages because it enable learners to produce their output.

Section Two: The Use of Authentic Audio Podcasts in Developing Speaking Skills

Introduction

In the last several decades, there has been great and amazing progress in the field of ICTs in education, which has touched the lives of people, particularly students, in some manner. ICT is undoubtedly the technological sector that has had the most influence on society during the last sixty years. Technology is visible in our usage of computers, smart phones, information search, robots, and intelligent agents, but it has a wider influence as a facilitator on a wide range of application sectors, including medical, education, and finance. This advancement has allowed for immediate access to any essential information. Students are more interested in technological breakthroughs in these current times, so a teacher should work as a facilitator and encourage students to improve technologically and use ICTs to enhance their target language.

Sailun and Idayani (2017) pointed out that "modern technology has transformed the world into a small global village. This development is reflected in many fields, but the one that benefits the most is education "(p.13). Indeed, since students find it enjoyable and easy to learn. ICTs in education is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information. ICT changed many aspects of the

teaching and learning process, the educational system, the educational learning environment, teaching methods, and the way students learn.

1. Definition of ICTs

ICT is an abbreviation that stands for Information and Communications Technology. However, beyond explaining an acronym, there is no commonly acknowledged definition of ICT. Considering all the uses of digital technology that exist to assist individuals, businesses, and organizations in utilizing information, ICT encompasses any product that stores, retrieves, manipulates, transmits, or receives information electronically in a digital form, such as personal computers, digital television, email, or robots. In addition, ICT is also concerned with how these various uses can interact with one another.

ICT refers to the entire range of equipment and applications that play a part in digital communication, from displays and cell phones to PCs and storage devices. It also includes all of the different applications that enable the sharing or use of information, from email and online services to spreadsheets and video games, as well as the hardware and software required to operate the networks that transmit the information, from the smallest home office to the largest global networks.

2. Role of ICTs in teaching and learning process

It is noticed that in the twenty-first century of academic study, there have been various changes in the forms and methods of education. Nowadays, language pedagogy is moving towards an integrated pedagogy with the use of ICTs. It is a form of learning that is supported by the use of highly deliberative tools. To communicate, generate, disseminate, save, and manage information, schools employ a wide range of ICT tools. In some contexts, ICT has also become an integral part of the teaching-learning interaction, as in the replacement of chalkboards with interactive digital whiteboards, the use of students' own smart phones or other devices for learning during class time,

and the "flipped classroom" model, in which students watch lectures on the computer at home and use classroom time for more interactive exercises.

Sailun and Idayani (2017, p. 16) confirmed that "ICT enables learners to gather data that would be difficult or even impossible to obtain ". Here, teachers will assist students to gather information, facilitate what is difficult, and ensure comprehension. Moreover, ICT offers various advantages. One of them is to facilitate learning for students who have different learning styles and abilities (Anderson et al., 2005, as cited in Sailun & Idayani, 2017, p. 17).

Using technology in the classroom helps students to improve their skills with different types of ICT tools such as computers, mobile phones, laptops, or data projectors. Also with digital media such as YouTube or audio podcasts (APs). In the last decades, the growing tendency of ICTs in language learning and teaching with the help of e-devices has been seen. It can be taken as a positive signal for e-learning.

3. Teaching Aids

It is astonishing that new technologies are being developed at this time. This influences the teaching and learning process. Teachers must employ teaching aids to create an interactive atmosphere for their students. Teaching aids allow students to practice what they have learned and help them strengthen the four skills, particularly the speaking ability. Traditional teaching materials include blackboards, posters, globes, charts, and textbooks. However, as technology advances, so do teaching aids, and today's teaching aids are classified as audio aids, visual aids, and audio-visual aids.

3.1. Visual Aids

Visual aids include visual instructional methods. Teachers rely on visual aids for teaching to improve clarity and employ resources such as graphs, charts, projectors, models, and diagrams. Teachers, for example, can show many types of shapes to learners in lower grades by holding huge blocks of forms in their hands. Visual aids relate to presentation slides, photographs, and other

visual aids used in online teaching and learning. Visual aids assist learners in quickly grasping concepts and are clearer and more intelligible than textbooks. Visual aids include not only physical items or photos to study from but also taking the learners to museums, factories, and other places where they can gain knowledge. For example, employing attractive graphics on slides and demonstration films as visual aids in the online classroom helps students learn more successfully and interestingly.

3.2. Audio Aids

Audio aids are extremely beneficial in learning languages, where communicating and listening are essential. Auditory learning helps students to improve their listening skills. It might be playing an audio paragraph and having the students listen to it and answer the questions, or playing some music in the classroom to make the learners feel comfortable, among other things. We can now see everything visually. However, we can just listen to audio in some situations. Students can improve their listening and speaking skills by listening to the radio, tape-recorder, or audio podcasts. Since audio aids have a favorable effect on brain growth, it can help the learners learn more attentively.

3.3. Audio-Visual Aids

Audio-visual aids are the use of videos, films, documentaries, and other media to assist the teaching process. When demonstrating everything with words or graphics, students may find it difficult at times. They will find it simpler if they could watch it live. For example, if the teacher teaches the students about the seed germination process through words, they will not be interested. Instead, if he shows students an animated film that shows how seeds germinate and a plant grows from seed gradually, they will be more interested in learning about that topic. The use of audiovisuals gives learners a hands-on learning experience and helps them understand everything

better. Computers are also used to teach with audio-visual aids. Almost every instructional place today has computers, and they help learners learn how to use technology at a young age.

4. Definition of Podcasting

Podcasting is a sort of digital content that includes a variety of audio and video programs with recordings. They are accessible for download or upload by anyone. As confirmed by Suvarnaphaet, K. M. and Suvarnaphaet, P. (2023, p. 2) who pointed out that "Podcasting refers to the digital distribution of audio and video data, which can be manually downloaded from the internet or emailed regularly to subscribers". In other words, podcasts work with a number of digital formats and may be played on practically any portable digital audio device, as well as any brand of personal computer or laptop.

Cebeci and Tekdal (2006, p. 47) confirmed that "podcasting is defined as the online publishing of files in a way that allows for the subscription, syndication, and distribution of files as they become available ". Podcasting is the internet-based dissemination of files that are published in a way that allows subscription-like syndication and distribution of files as they become accessible.

In addition , Cebeci and Tekdal (2006, p.47) assert that " podcasting is the process of capturing an audio event, song, speech, or mix of sounds and then posting that digital sound object to a web site or "blog " in a data structure called an RSS 2.0 envelope (or feed)". That is to say, a process of recording an audio event, music, speech, or mix of sounds and then sending that digital sound object to a web site or "blog" in a data format known as an RSS 2.0 envelope (or feed) which is a type of web feed that aids in avoiding traditional techniques of searching or browsing for content on websites.

5. Background of Podcasting

Podcasts have grown in popularity in the past few years. They are a mixture of two technologies developed in the late 1990s: the MP3 file format, which compresses audio without

losing audio quality, and RSS, an acronym for Really Simple Syndication, which is a type of web feed that aids in avoiding traditional methods of searching or browsing for content on websites.

RSS feeds were used by Adam Curry to distribute MP3 files to subscribers of his online show in 2004, which was the first documented podcast. Apple's iPod was the most popular MP3 player at the same time. On February 12, 2004, the term "podcasting" was invented by the journalist Ben Hammersley by combining the phrases "iPod" and "broadcasting." (Hammersley, 2004, as cited in Singer, 2019, p. 572). In 2005, Apple added a podcast category to iTunes, and the New Oxford American Dictionary named "podcast" the word of the year in 2005.

6. Types of Podcasts

There are three types of podcasts, according to the file content: audio podcasts, video podcasts, and audio and image podcasts which are the most popular file formats for podcasting.

6.1. Audio Podcasts

They are audio programs, akin to radio. They are typically in MP3 format and are available in digital formats for download on the internet. It is a method of providing audio content for a given object. It is easy to get to, such as an episodic sequence of digital audio recordings that a user can download to their own device and listen to at their own pace.

6.2. Video Podcasts

They are equivalent to television. They are typically large files. When creating them, attention must be paid to compression technologies since the improper format may render the file unplayable on both computer systems and laptops. They usually have a host, have a theme, and expand on the auditory experience. Nowadays, they are commonly referred to as videocasts or vodcasts.

6.3. Audio and Image Podcasts

They are called enhanced podcasts. A PowerPoint or keynote presentation with an audio track are the most typical teaching formats. The main advantage of these podcasts over videos is their small file size and ability to be chaptered. Enhanced podcasts allow the audience to skip directly to a slide in the podcast that they want to review.

7. Advantages of Podcasting in Education

Various experts have demonstrated the benefits of podcasting in language learning and teaching. According to Chung and Kim (as cited in Suvarnaphaet, K.M., and Suvarnaphaet, P. 2002, p. 4), "the option of using podcasts is available; teachers can more easily deliver authentic information in class. The podcast medium benefits students by bringing them nearer to the actual language and influencing their attitude and motivation". Since there are plenty of advantages offered by podcasts in the learning and teaching process, they are regarded as viable options. Moreover, Yoestea and Putri (2018) suggested that "teacher can help students gain self-confidence and make the learning process more entertaining by using podcasts. This improved confidence is a result of students' enhanced ability to comprehend a topic's rhetoric through repeat hearing and oral presentation".

Podcasts in education can be used at any time and from any location once they have been downloaded. Listening to podcasts is more appealing and less time-consuming than reading. Because listening inspires learners who dislike reading. Furthermore, the objective of podcasts is to act as an additional learning resource. Its ability and success as a learning tool are directly related to how well it is used as a teaching tool. As a result, many teachers have found success with podcasts as a teaching resource, and if they are having success utilizing podcasts, it can only indicate that students are benefiting from podcasts as well.

8. Audio Podcasts

Audio podcasts (APs) are collections of audio episodes. They are frequently established in MP3 format and are compatible with all kinds of PCs and mobile media devices. Moreover, they have various advantages, including a relatively small file size, depending on the desired length.

Because of their style and delivery technology, APs can be consumed anywhere. They are highly versatile, making them a wonderful alternative for reaching the target audience wherever they are. The flexibility to download APs (or listen to them online via mobile) and listen to them whenever and wherever (at home, at work, in the gym, in the car, on a road trip) makes them very appealing to businesses looking to expand their connectivity options. APs have several platforms; the platforms for uploading and sharing content are numerous and diversified, and they are easy to operate and cheap. If one platform does not fulfill the intended requirements, users may easily switch to another.

9. Authenticity of Materials in Education

The term authentic denotes something that is genuine, true, and real. The term "authenticity of materials in learning" refers to any genuine, original, and truthful linguistic resource used in the learning process. Authentic materials are produced for the sake of real communication goals and to qualify the learners for the real use of language. Using AAPs instructional materials in teaching is crucial, as they help the teacher reach the instructional purpose. In addition, it is clear that "using authentic materials increases and develops learners' motivation because such materials offer students a feeling that they are learning the real language"(Kilickaya, 2004, as cited in Belaid, 2015, p. 27).

When implementing authentic materials in EFL classes, learners will be stimulated much more since authentic materials bring real-life situations by exposing learners to the language of native speakers. Therefore, they are helpful in learning and teaching processes since they make students have different information about different cultures and connect their knowledge with the

real world. When authentic materials are chosen by the teacher, they should assist students in getting what they need, establishing relationships with others, expressing their ideas, exploring the world, and presenting needed information to them. Thus, the use of authentic materials in the teaching and learning process must consider pedagogical purposes to achieving the intended communicative goals.

10. Importance of Using Authentic Audio Podcasts in Developing Speaking Skills

Nowadays the majority of students have several criteria for being proficient in any field, particularly foreign language learning. They must demonstrate a high level of communicative ability in order to be given additional opportunities for a successful learning process. Developing the oral proficiency of EFL learners entails developing their oral abilities. However, the majority of EFL learners do not have enough chances to practice speaking because they live in a country where English is not the native language. To accomplish this goal, authentic audio podcasts must be used effectively.

Using AAPs in the classroom improves fluency and boosts vocabulary. Moreover, they are excellent for meeting students' needs since they make it easier for them to practice speaking. As a result, they are educational tools that foreign language students can use in the classroom. Furthermore, implementing them in the classroom breaks down linguistic barriers and makes speaking easier. In addition, frequent exposure to AAPs provides them with countless examples of proper sentence form and production. The students can then use these examples to improve their oral language abilities.

Furthermore, AAPs play an important part in the education of EFL learners since they develop their oral skills by providing a variety of real-life information while students learn new words and correctly pronounce concepts. Learners will be able to talk and communicate more readily if they listen to them and comprehend the issue. AAPs are regarded as extra resources that help students enhance their speaking abilities and comprehend complex ideas. They are successful

and incentive in encouraging learners to improve their speaking skills, particularly fluency and pronunciation. The most important point is that listening to AAPs, enables learners to imitate the expressions in the conversations many times, as a result learners will enhance their speaking ability

Conclusion

This chapter has focused on the importance of authentic audio podcasts in developing EFL learners speaking skills. We have discussed some definitions of ICTs, teaching aids, podcasting, and types of podcasting (audio, video, and audio and image). This research focused only on the audio podcasts' authenticity and advantages in enhancing EFL learners' oral abilities. Further, the use of authentic materials in teaching English as a foreign language has great importance and seems like a suitable source for improving students speaking skills. Therefore, implementing authentic audio podcasts is the most beneficial tool for learning since they have many educational benefits that can improve students speaking skills. Data collection and analysis will be discussed in the next chapter.

Chapter Two

Data collection and analysis

Introduction

This chapter consists of three parts. The first part deals with methodology. It describes the research method, participants and setting, data collection procedures and tools.

The second part is data analysis and interpretation. This part includes the analysis and interpretations of two questionnaires. The first questionnaire is submitted to second year LMD students of English department of M'sila University. The second one is designed for teachers to check their opinions and perceptions about AAPs. The third part of this chapter discusses of the obtained results.

1. Methodology

1.1. Research Method

This research work investigates teachers and students' attitudes about the role of using AAPs on EFL learners' speaking ability. The current research is a descriptive study based on quantitative and qualitative approaches. The quantitative approach presents the numerical representation and manipulation of observation for the purpose of describing and explaining the phenomenon that those observations reflect. The qualitative approach provides more emphasis and interpretation and provides the research with complete views, and looking at context in a deep way. Therefore, the data of this work are intended to be collected from different sources by using structured questionnaires to seek teachers and student's responses.

1.2. Research Tool

For this study, researchers used structured questionnaires. By definition, brown (2001) a "research questionnaire is any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out of their answer or selecting from among existing answer (p. 6). This questionnaire consists of close and open-ended questions that measured respondents' attitudes towards the use of AAPs to enhance learner's speaking ability.

1.3. The Setting

The study was conducted at English language department of M'sila University during the second semester of the academic year 2022/2023.

1.4. Research Population and Sampling

The students' questionnaire was administered to second year LMD students of M'sila University as the targeted population (251 students). The sample of the study includes 75 students who were selected randomly from four groups. The questionnaire was distributed in a friendly and relaxed environment. The questions were clear enough to help students understand and provide appropriate answers. Researchers were present and illustrated everything that seems confusing to the participants. The questionnaire was given in the morning and handed back in the afternoon. The teachers' questionnaire was distributed to 25 teachers of English department at Msila University.

1.5. Description of Questionnaire for Students

The questionnaire was distributed to second year LMD students to investigate their attitudes about the importance of using AAPs on improving their speaking performance. The questionnaire is composed of 16 items classified under three (03) sections .Each one focused on a particular aspect. The first section of the questionnaire, which is entitled by "background information consist of three 03 close- ended questions and describes the participant's information. The second section consists of seven 07 closed ended questions and it acquires the students about the importance of speaking ability for them and the difficulties that face them when they speak. The third section, which is entitled by “the importance of using AAPs on improving speaking skill”, consists of six(06) open-ended and closed ended questions and explore how the speaking skill can be promoted by using AAPs to imitate native speakers. The researchers designed the questionnaire structure and content after reviewing previous related literature with the help and guidance of the supervisor.

1.6. Description of Questionnaire of Teachers

The questionnaire distributed to teachers of the English department at university of M'sila appears to focus on the importance of oral proficiency and the use of AAPs content in developing speaking skill in the classroom. The questionnaire consist of 17 questions divided into three 03 sections. The first section, entitled “background information” focuses on teachers’gender, experience, and education. Second section, entitled “teachers 'awareness of speaking skill”, consist of four 06 questions. The last section entitled “teachers awareness of using AAPs in classroom in developing speaking skill”, consist of seven 07 questions.

2. Data Analysis and Interpretation

2.1. Analysis tool

As previously stated, the researchers used a questionnaire to collect data. After obtaining the questionnaire responses from participants, data must be analyzed and interpreted to provide results that help to answer the study questions. To summarize and analyze the obtained data, researchers employed Microsoft Excel and statistical tools (percentage and frequency) to describe and analyze collected data.

2.2. Analysis of Students 'Questionnaire

2.2.1. Background Information

Q1: what is your gender?

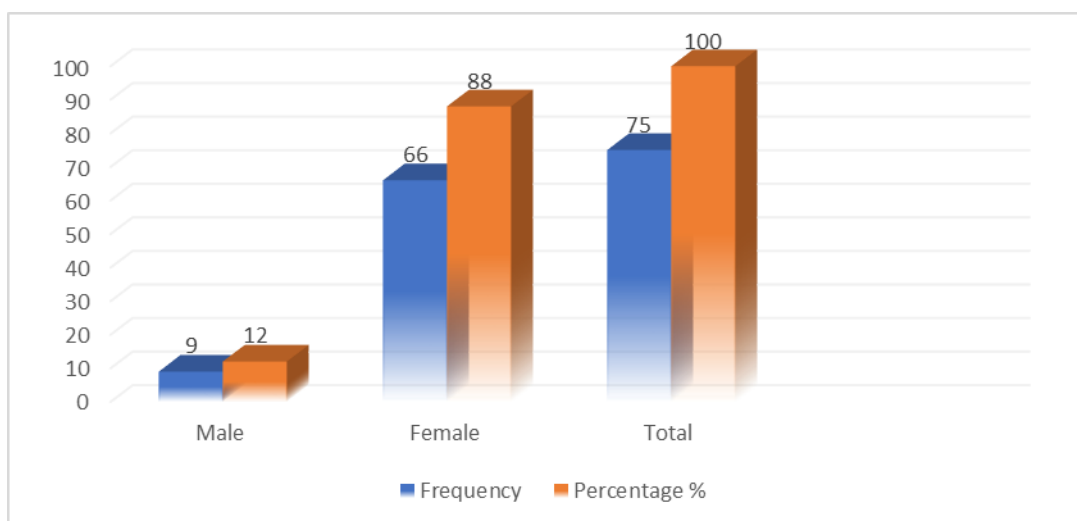
Table 01:

Participants' Gender.

Gender	Frequency	Percentage %
Male	9	12%
Female	66	88%
Total	75	100%

Graph 01:

Participants' Gender.



Depending on the table, there were more female participants than males. Female students represent a total of 66 girl (88%). Whereas the number of male students who answered the questionnaire was only nine, making a percentage of 12%. Which means that females are more interested and serious in the field of foreign languages, especially the English language.-

Q2: why you choose learning English at the university?

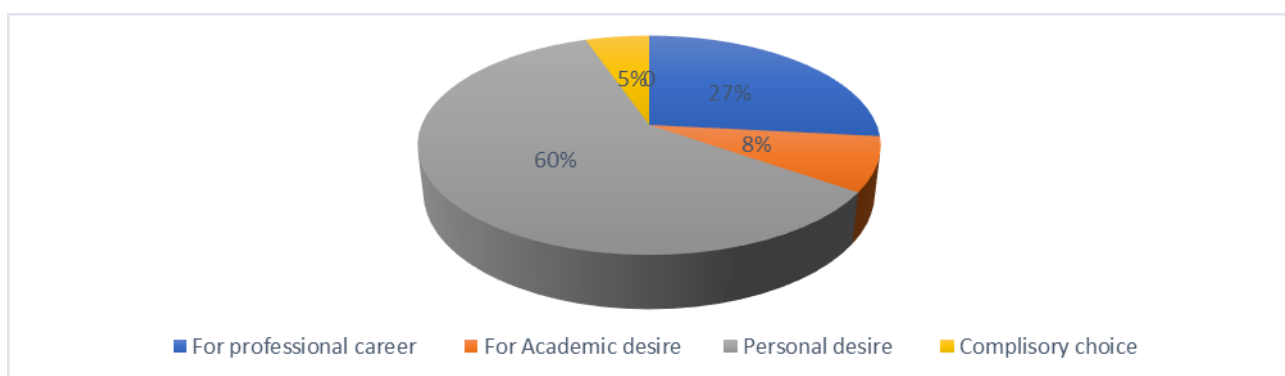
Table 02:

Respondents' Choice of Learning English Language at University.

Choice of studying English	Frequency	Percentage %
For professional career	20	26,66%
For Academic desire	6	8%
Personal desire	45	60%
Compulsory choice	4	5,33%
Total	75	100%

Graph 02:

Respondents' Choice of Learning English Language at University.



The data show that the majority of respondents (45 students) chose to study English language as a personal desire at university (60%). Whereas 20 students (26.66%) selected it for a professional career. Six (06) students choose this specialty for their academic careers(8%). Only four (04) participants (5.33%) chose studying English as a compulsory choice. The majority of respondents chose English as a personal desire because they wanted to develop themselves and learn the basic elements that helped them acquire the language easily. In addition, English will offer them the opportunity to have better choices in their professional and academic careers.

Q3: you are comfortable using English as a medium of communication

Table 03:

You are comfortable with using the English language to communicate	Frequency	Percentage
Strongly agree	25	33,33%
Agree	45	60%
disagree	3	4%
Strongly disagree	2	2,66%
Total	75	100%

Participants' Attitude towards Communicating with the English Language.

Graph03:

Participants' Attitude towards Communicating with the English Language.



According to the table above, 45 students with a percentage of 60% agree on using English as a medium of communication., and 25 students strongly agree with this claim. While 4% of students (N = 03) disagreed on using English as a means for communication, and 2% of students (N = 2) answered with "strongly disagree". This rank indicates that most of students are extremely

comfortable using English as a medium to contact various people around the world, exchange cultures and opinions, and satisfy their needs.

2.2.2. Students' attitudes towards Oral Proficiency

Q4: what is the most important skill for you?

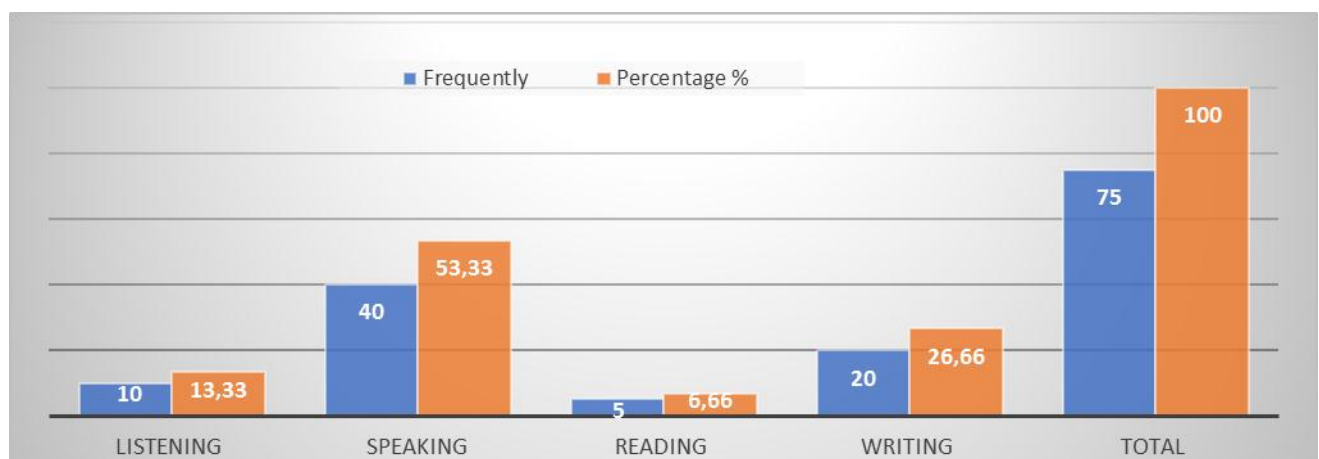
Table 04:

The most Important Skill for Respondents.

The most Important skill	frequency	Percentage %
Listening	10	13,33%
Speaking	40	53,33%
Reading	5	6,66%
Writing	20	26,66%
Total	75	100%

Graph 04:

The most Important Skill for Respondents.



The data clearly show that speaking is the most common talent among participants, accounting for 53.33% of replies. This result is not surprising since speech is the major mode of communication between individuals. Writing came in second....with 26.66%, while listening came in third with

13,33%. Students are increasingly engaged in writing since it may help them attain academic achievement. While reading is given a lot of attention, only 6,66% of participants choose it. This demonstrates that students were uninterested in improving their reading skills.

Students 'enjoyment of speaking sessions	Frequency	Percentage %
Yes	60	80%
No	15	20%
Total	75	100%

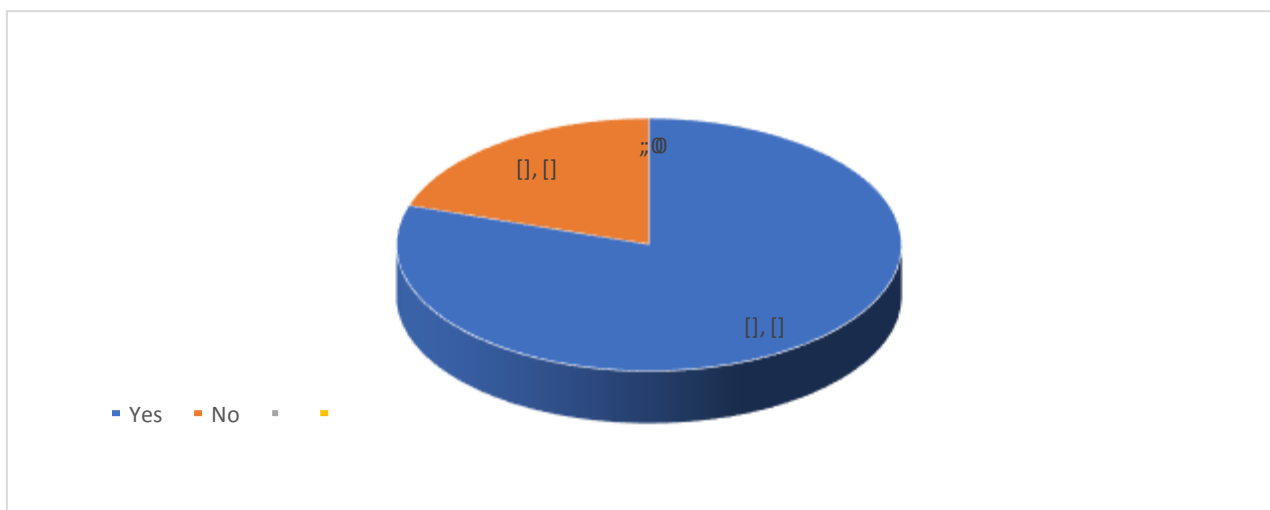
Q5: Are you enjoying speaking sessions?

Table 05:

Students' Enjoyment of Speaking Sessions.

Graph 05:

Students' Enjoyment of Speaking Sessions.



This question was asked to find out whether students were enjoying the speaking session. As the table above shows, most of the students (60 out of the total number of participants) who made the percentage of 80% were responding with "yes ". However, 20% (N = 15) represents those students who said "no. So, we deduced that the majority of students prefer oral expression sessions.

Because they feel autonomous and free to express their ideas and opinions in order to fulfill their ambitions, desires, and goals.

Q6: My oral performance is :

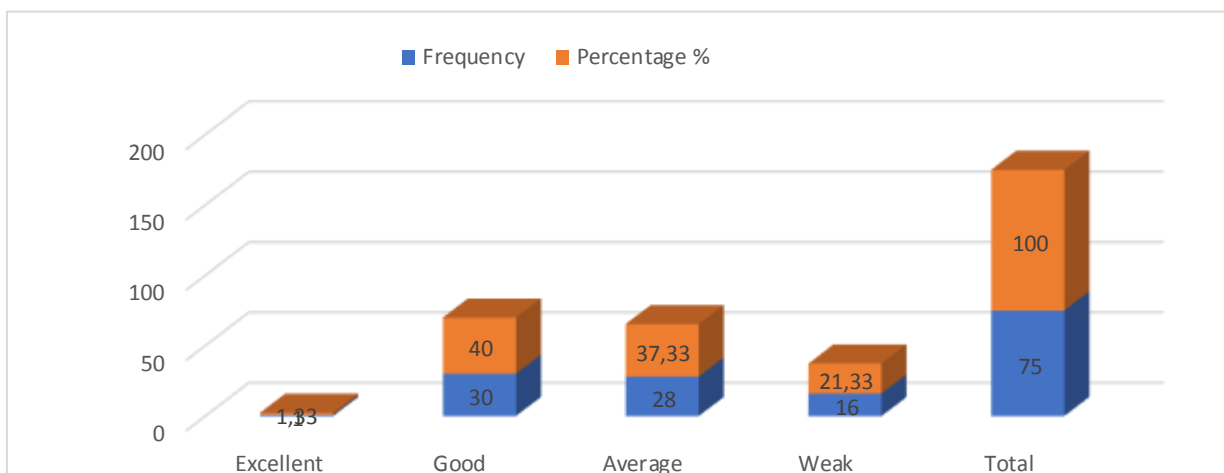
Table06:

Assessment of Participants to their Oral Proficiency.

How do assess your oral proficiency level	Frequency	Percentage %
Excellent	1	1,33%
Good	30	40%
Average	28	37,33%
Weak	16	21,33%
Total	75	100%

Graph 06:

Assessment of Participants to their Oral Proficiency.



As the table above shows, the majority of students claimed that their oral proficiency level is good (40%) (N = 30). On the other hand, 37,33% of N = 28 evaluated their speaking performance as average, while only 1,33% of N = 1 stated that their level is excellent, and 21,33% of students

considered that their oral ability was weak. A high majority of respondents stated that their oral skill level was poor due to a variety of communication issues.

Q7: Is it very important for EFL learners to develop the oral proficiency?

The importance of speaking for an EFL learner	Frequency	Percentage %
Yes	65	86,66%
No	10	13.33%
Total	75	100%

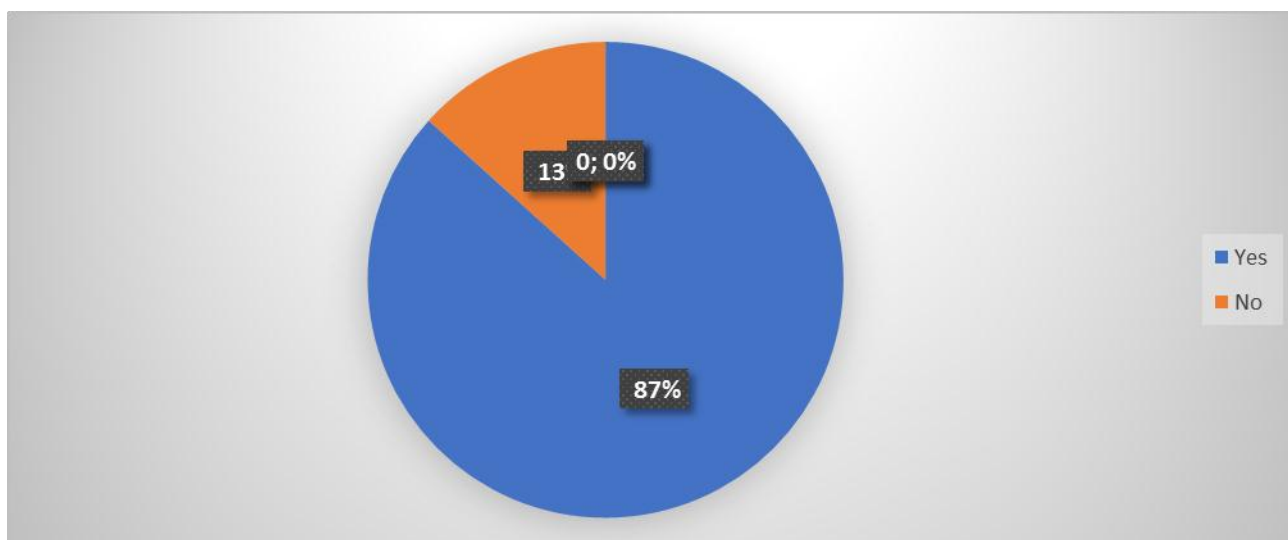
Table07:

*The
Importan
ce of
Improv*

g Speaking for EFL Learners.

Graph07:

The Importance of Improving Speaking for EFL Learners.



This question item is meant to notice the students' opinions on the importance of oral proficiency for EFL learners. The results show that most students (86.6%) claim that it is very important for EFL learners to develop their oral proficiency. Whereas, the least percentage of 13.33% showed that oral proficiency is not beneficial for them and that they may feel shy and nervous when they present something or they cannot use the appropriate vocabulary and correct grammar.

If Yes, explain Why?

No justifications

Few possibilities why some students (15 students) did not provide a justification to their answers when saying "yes," oral proficiency is very important for EFL learners:

1. Lack of understanding: some students may not fully understand what oral proficiency means in the context of language learning and, therefore, may not know how to justify their answers; they need more focus and guidance on the topic.

2. limited experience: some students may not have enough exposure to situations where oral proficiency is critical to success, such as a job interview or academic presentation. Without this experience, they may not fully appreciate the importance of oral proficiency for EFL learners.

3. Lack of confidence: Some students may feel uncomfortable expressing their opinions or ideas in English; they may be hesitant to provide justification for their answer out of fear of being judged or criticized.

4. Lack of language skill: Some students may not have developed strong language skills such as vocabulary and grammar, which can make it difficult for them to articulate their thoughts and ideas effectively.

Justifications

Students' arguments about the necessity of oral competency for EFL learners are the following :

1: interacting with people who speak English require them to improve their speaking skill.

2: making new acquaintances and opening up new opportunities for vacation, new work opportunities.

3: in order to achieve their objectives, they must express their views and opinions. Boost your self-esteem and motivation.

4. improve their personal and professional relationships via activities such as academic presentations and employment interviews.

Q8: Usually, how do you practice English?

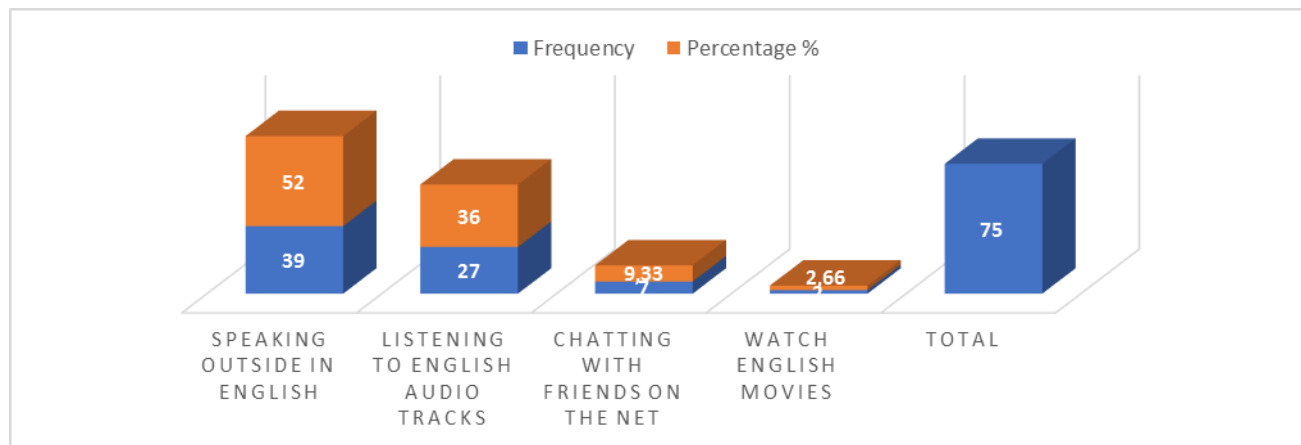
Table 08:

Students English language practice .

How do students practice English	Frequency	Percentage %
Speaking outside in English	39	52%
Listening to English Audio tracks	27	36%
Chatting with friends on the net	7	9.33%
Watch English movies	2	2.66%
Total	75	100%

Graph 08:

English Language Practice by Students.



According to the statistic table 52% (N = 39) of participants believe that output production is the most effective technique to practice English. As a result, they contended that speaking to individuals outside of the classroom may help them enhance their language skills. Furthermore, 2.66% (N = 2) of respondents believe watching English movies is highly helpful for comprehending the language in context, while 36% (N = 27) listen to audio tracks to improve input comprehension. Furthermore, 9.33% (N = 7) of students choose to converse with another person to develop their English skills.

Q9: What type of activities do you prefer in speaking classes?**Table09:**

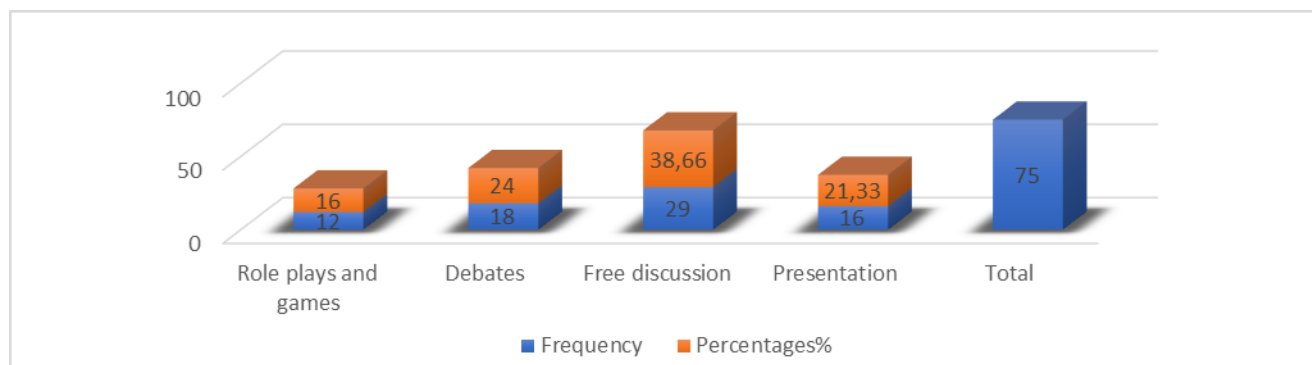
Types of Activities Students Prefer in Speaking Classes.

Types of Activities students prefer in speaking classes	Frequency	Percentages
Role plays and games	12	16%
Debates	18	24%
Free discussion	29	38,66%

Presentation	16	21,33%
Total	75	100%

Graph09:

Types of Activities Students Prefer in Speaking Classes.



According to the table and graph below the activities that students choose in speaking courses, we can see that open discussion is the most popular activity among students, selected by 29 students with a percentage of 38,66%. While 18 students (24% of the total) answered that debate is the preferred activity in the classroom, with 16 pupils favor a proportion of 21.33%, presentations. With a proportion of 16%, role-plays and games are the least popular activities. Based on this information, we may conclude that students enjoy activities that allow them to express their viewpoints and engage in peer interactions, such as free discussion and debates.

Q10: What are the difficulties that you face when you try to speak in English ?

Table 10:

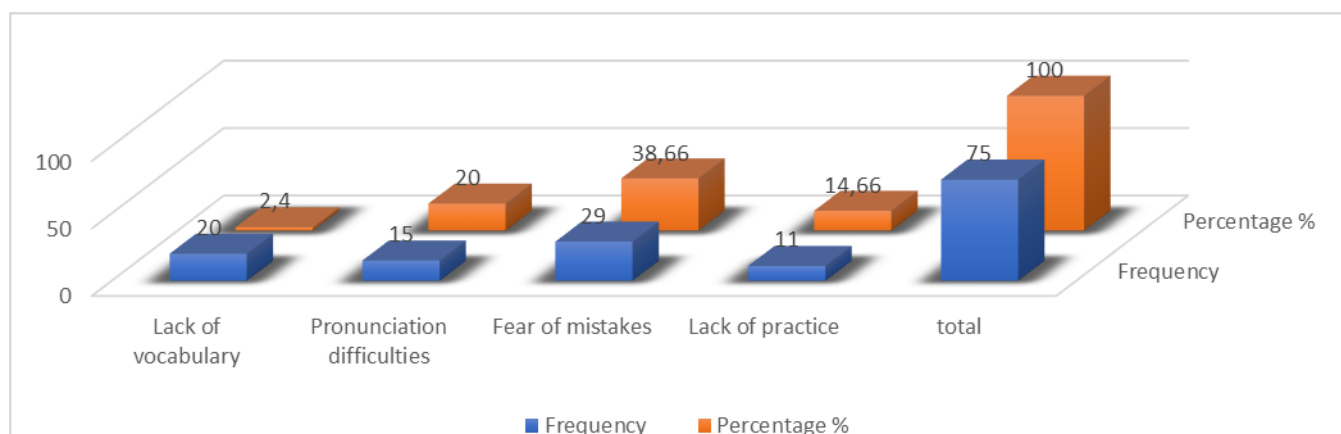
The Difficulties that students face when They Try to Speak in English.

Difficulties when speaking in English	Frequency	Percentage
Lack of vocabulary	20	26,66%
Pronunciation difficulties	15	20%
Fear of mistakes	29	38,66%

Lack of practice	11	14,66%
Total	75	100%

Graph 10:

The difficulties that students face when speaking in English



The table above shows that the majority of students (38, 66%) (N = 29) stated that their major difficulty in speaking is their fear of committing mistakes. Whereas 20% of N = 15 claimed that pronunciation issues are considered a problem that hinders learners oral proficiency. Moreover, a lack of vocabulary items (26, 66%) is also ranked as a reason for speech breakdown. In addition, 14, 66% (N = 11) of participants stated that their difficulty in speaking English is due to a lack of practice. The findings show that several variables prevent students from improving their speaking.

2.2.3 The Effect of Using AAPs on Improving Students' Speaking Skills

Q11: How often do you use authentic audio podcasts for educational purposes?

Table11:

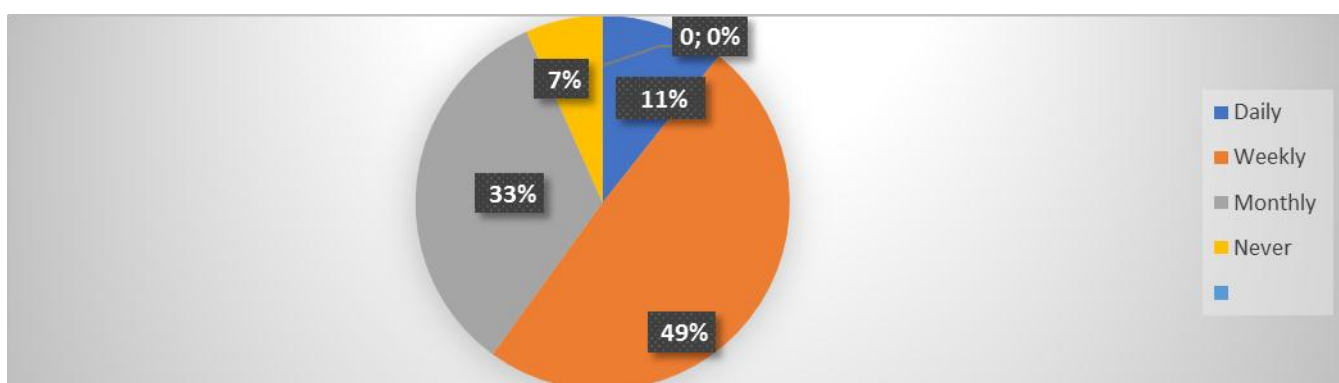
Participants' Frequency of Using AAPs for Educational Purposes.

Frequency of using Authentic Audio podcast (AAPs)	Frequency	Percentage
Daily	8	10,66%
Weekly	37	49,33%

Monthly	25	33,33%
Never	5	6,6%
Total	75	100%

Graph 11:

Participants' Frequency of Using AAPs Purposes.



The findings were analyzed as indicated on the table above, most of participants are familiar with the use of Authentic Audio podcast and we found that out of 75 students ,10,,66 % used Authentic Audio podcast every day, while 49,33% and 33,33%used it weekly and monthly, respectively. However, 6, 66% N=5 of participants never use Authentic Audio podcast. Participants rely on using Authentic Audio podcast to increase their language skill since it includes helpful content that assists them in improving many aspects of language.

Q12: Authentic audio podcasts motivate you to learn English ?

Table 12:

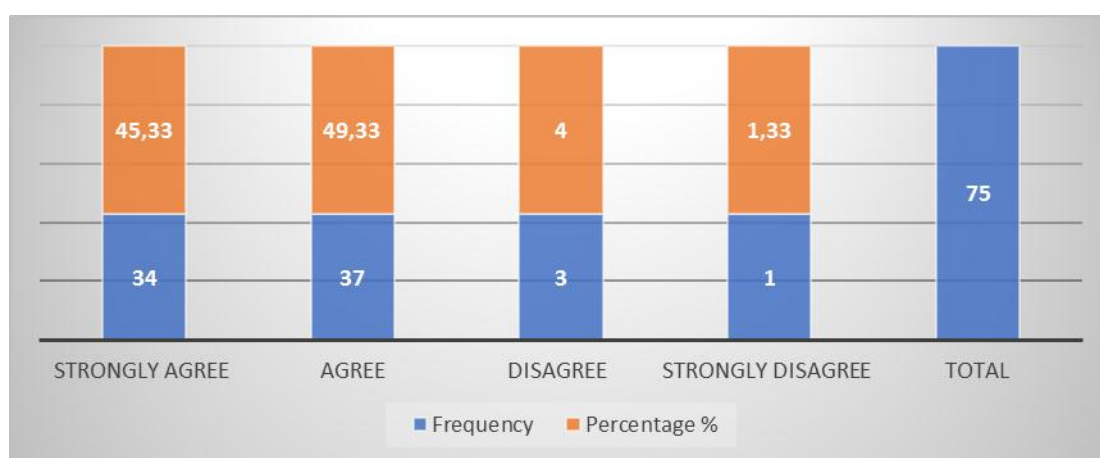
The Extent to Which AAPs Motivate Learners to Learn English.

Listening to AAPs motivates students to speak English	Frequency	Percentage
Strongly agree	34	45,33%

Agree	37	49,33%
Disagree	3	4%
Strongly disagree	1	1,33%
Total	75	100%

Graph 12:

The Extent to Which AAPs Motivates Learners to Learn English.



According to the findings, the majority of students (37 students, 49, 33%) believed that the Authentic Audio podcast motivated them to study English. While 34 students (45.33%) strongly agree with the statement. However, 3 students (4% of the total) disagreed on the usefulness of authentic audio podcasts in inspiring students to learn English, and 1 student severely disagreed. Without being astonished, second year students find that Authentic Audio podcasts are reliable resources in which native speakers introduce Authentic input for imitation.

Q13: Authentic audio podcasts help you to practice speaking and listening English?

Table 13:

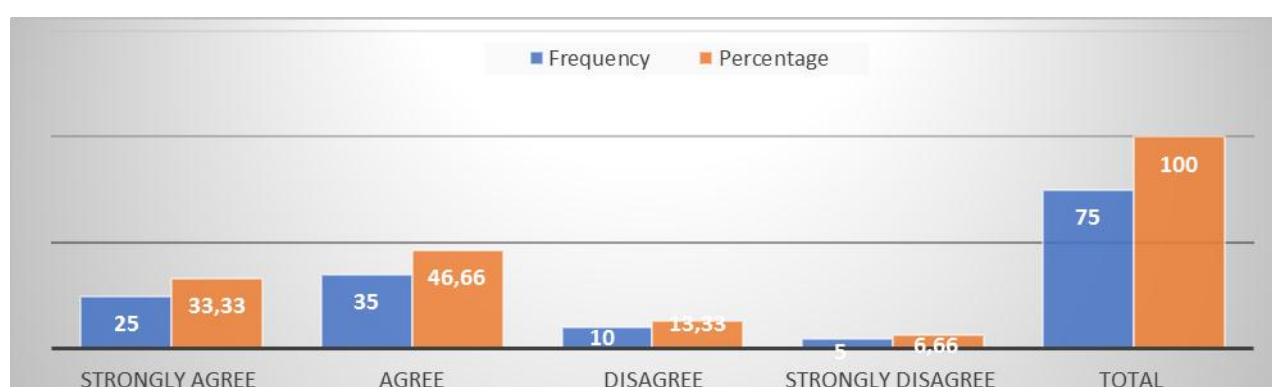
The Aid of AAPs Imitation in Practicing Speaking and Listening English.

AAPs help students to practice speaking and listening English	Frequency	Percentage
Strongly agree	25	33,33%

Agree	35	46,66%
Disagree	10	13,33%
Strongly disagree	05	6,66%
Total	75	100%

Graph 13:

The Aid of AAPs Imitation in Practicing Speaking and Listening English.



The table and graph below investigate students' opinions about the use of the Authentic Audio podcast to practice speaking and listening disagree in English. The data show that most students (46.6%) agreed on the usefulness of authentic audio podcasts in practicing speaking and listening. While 33.3% of students strongly agree with this claim. However, 13, 33% represent the percentage of students who with the use of authentic audio podcasts to practice speaking and listening in English. Only 5 students responded that they strongly disagree with this statement. Students considered authentic audio podcasts an effective strategy for practicing English.

Q14: What extent do authentic audio podcasts help you to improve?

Table 14:

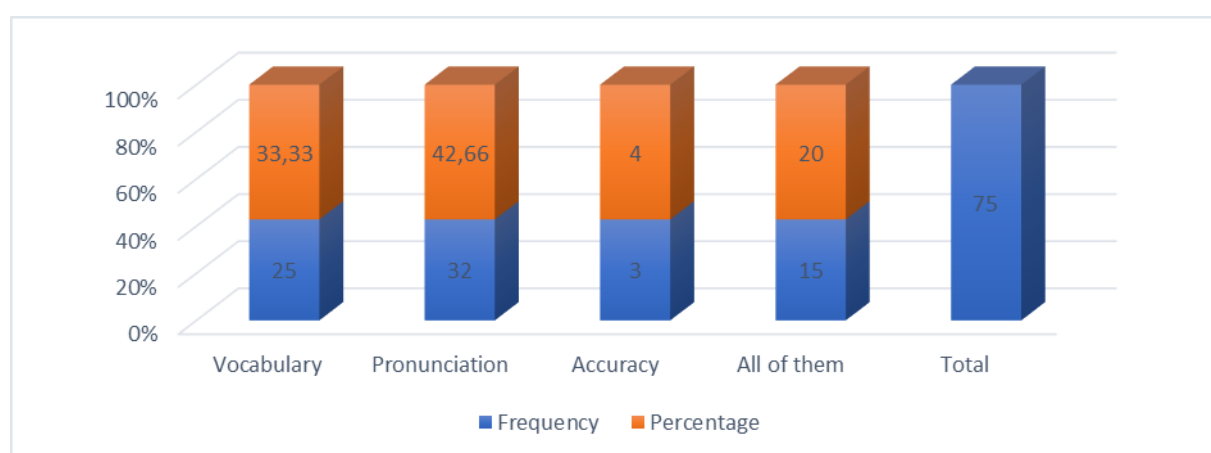
The Advantages Using AAPs in Improving Vocabulary, Accuracy, Pronunciation, and Fluency.

What Authentic Audio podcast helps you to improve	Frequency	Percentage
Vocabulary	25	33,33%

Pronunciation	32	42,66%
Accuracy	3	4%
All of them	15	20%
Total	75	100%

Graph 14:

The Advantages Using AAPs in Improving Vocabulary, Accuracy, Pronunciation, and Fluency.



This inquiry delves at the usefulness of using AAPs to improve speaking sub-skills.

According to the findings, 42, 66% of respondents saw these resources as good for improving their pronunciation and fluency, while 25% of participants claimed that utilizing these materials enhanced the amount of their vocabulary items. A portion of the sample, denoted by the rate 4%, said that utilizing Authentic Audio podcast improve accuracy, whilst 20% chose all sub-skills.

Q15: To what extent do you think that authentic audio podcasts are important in developing EFL learners oral proficiency?

Table 15:

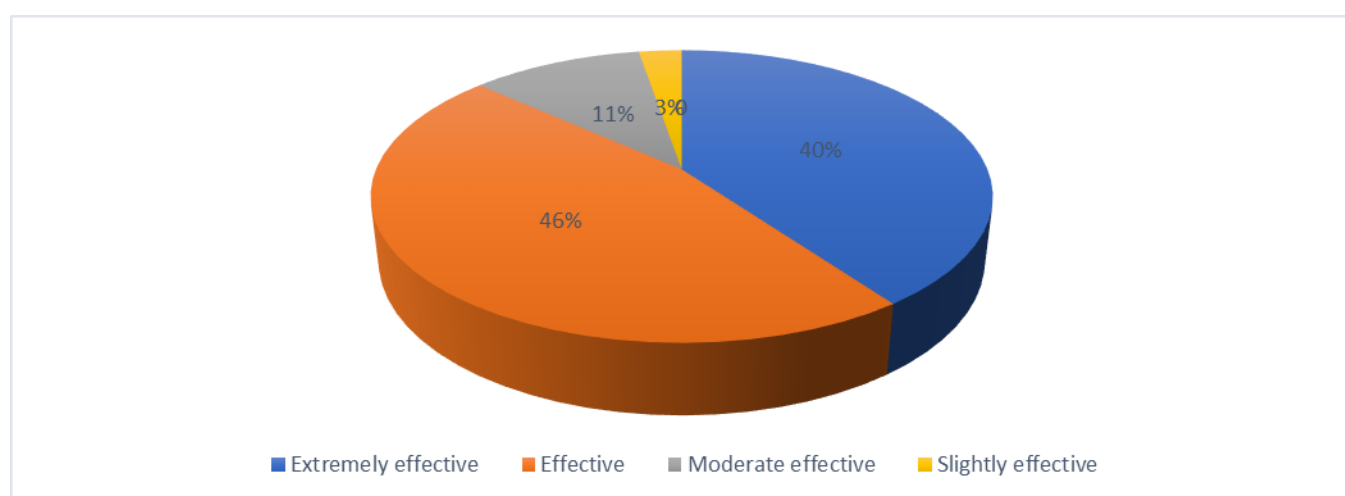
The role of Using AAPs on Developing Learners' Oral Proficiency.

Do you think that AAPs are effective in developing your oral proficiency	Frequency	Percentage
Extremely effective	30	40%

Effective	35	46,66%
Moderate effective	8	10,66%
Slightly effective	2	2,66%
Total	75	100%

Graph 15:

The role of Using AAPs on Developing Learners' Oral Proficiency.



This section assesses participants' attitudes regarding using authentic audio podcast to improve their oral skills. According to the chart, 40% of the sample thought Authentic Audio podcast was extremely important in improving oral proficiency, while 46, 66% thought these materials were important aids. Respondents who thought Authentic Audio podcast was somewhat successful and moderate important were 10, 66% and 2, 66%slightly important.

Q16: What problems did you encounter with authentic audio podcasts?

Table 16:

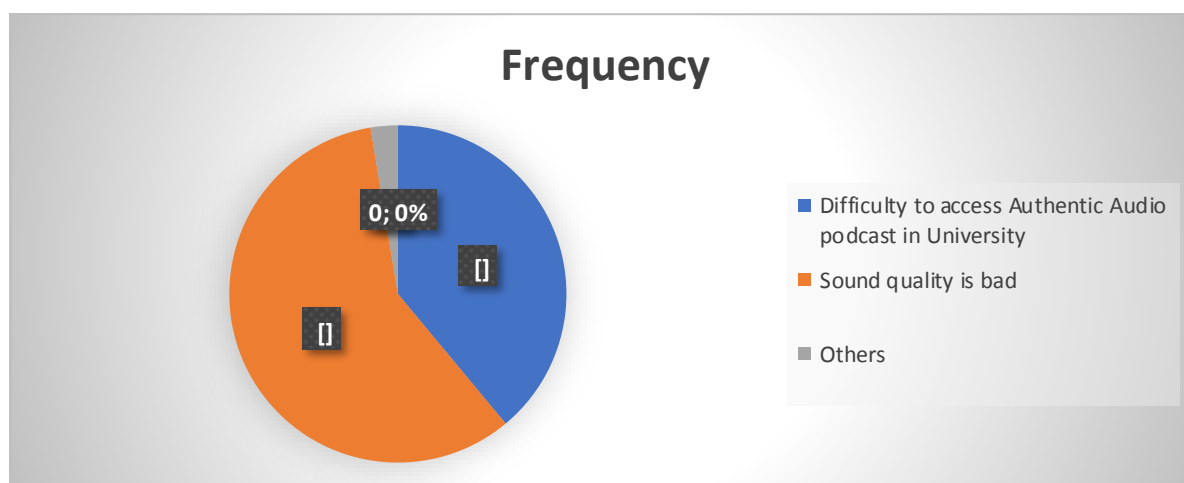
Problems that Learners Face with AAPs.

Limitation of AAPs in classroom	Frequency	Percentage
Difficulty to access AAPs in University	30	40%

Sound quality is bad	45	58 %
Others	2	2,66%
Total	75	100 %

Graph 16:

Problems that Learners Face with AAPs.



The table shows that 40% of students stated that technological difficulties were frequently cited as a significant obstacle to podcasting adoption. Students and lecturers must have the necessary materials and software infrastructure in order to make, publish, download, and listen to audio recordings. While , 60% of students pointed that the major issue that podcast listeners noticed was poor sound quality, but 2,66 % of Student claimed that time constraints was a serious obstacle that face learners when using Authentic Audio podcast in classroom.

2.3. Analysis of Questionnaire for Teachers

2.3.1. Background Information

Q1: your gender?

Table 17:

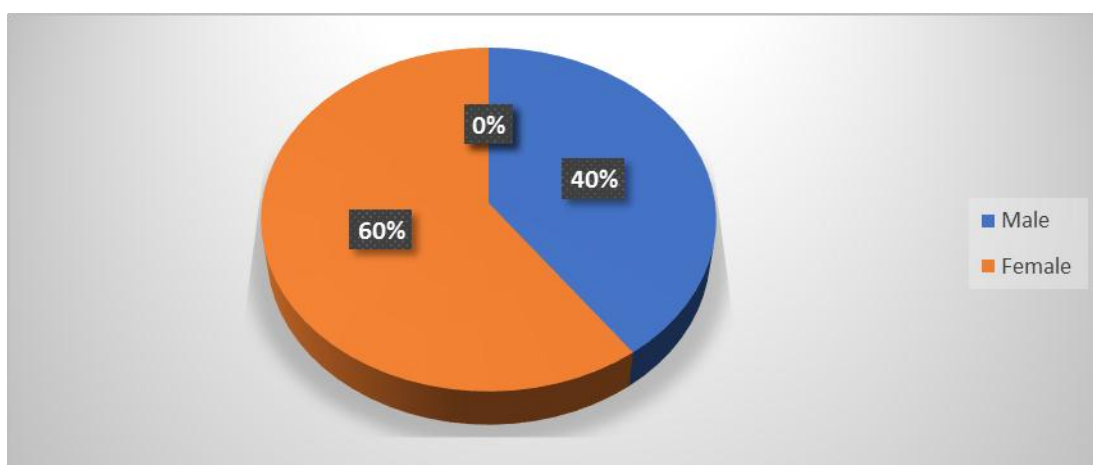
Teachers' Gender.

Teachers' gender	Frequency	Percentage
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Male	10	40 %
Female	15	60%
Total	25	100%

Graph 17:

Teachers ' Gender.



The gender statistics indicate that the majority of teachers in the English department at the University of Msila are female. 60% of teachers (15) who responded to the questionnaire were females. Whereas the number of males who answered the questionnaire was only 10 teachers making a percentage of 40 %.

Q2: What is your academic degree?

Table18:

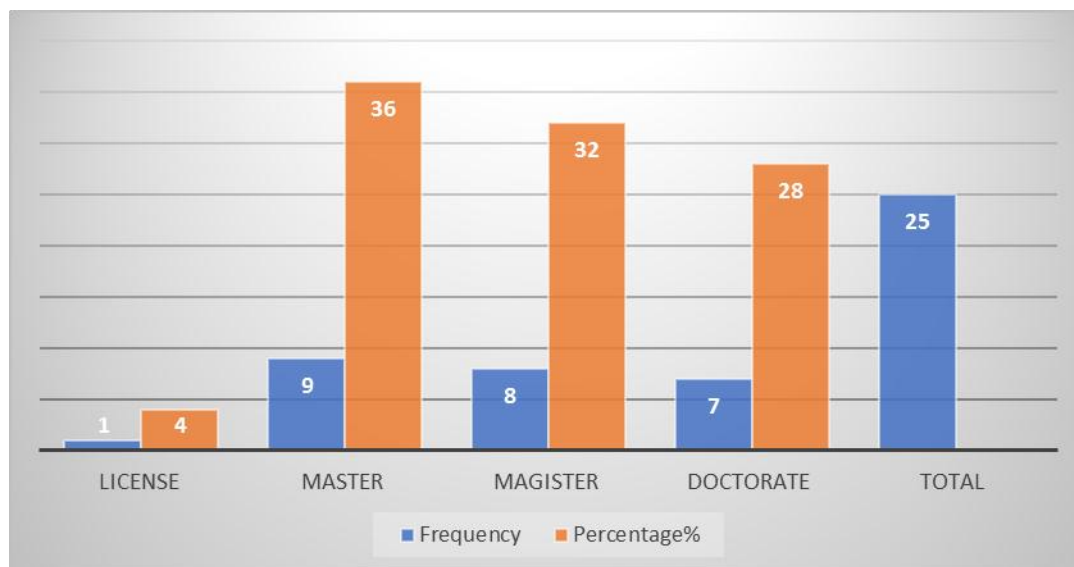
Teachers 'Academic Degree.

Teachers Academic degree	Frequency	Percentage
License	1	4%
Master	9	36%
Magister	8	32%
Doctorate	7	28%

Total	25	100%
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Graph18:

Teachers 'Academic Degree.



The findings reveal that the academic degrees of English teachers differ. 36% of instructors have a master's degree, while 28% have a PhD. Some teachers hold Magister 32% and only 4% have a licensing degree.

Q3: How long have you been teaching English?

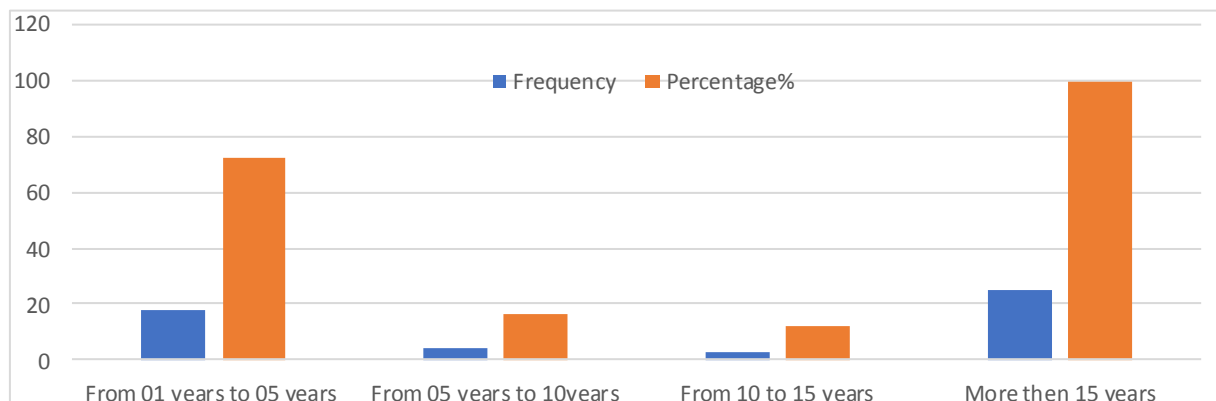
Table 19:

Teachers Experience in Teaching Oral Expression Module.

Teachers experience in teaching oral expression module	Frequency	Percentage
From 01 years to 05 years	18	72 %
From 05 years to 10years	4	16 %
From 10 to 15 years	3	12 %
More than 15 years	00	00 %
Total	25	100 %

Graph 19:

Teachers Experience in Teaching Oral Expression Module.



According to their years of experience in teaching oral expression module, the information provided suggests that 72 % (13 teachers) have been teaching the module between 1 to 05 years ,and only 16 % (4 teachers) have been teaching oral expression module between 05 to 10 years.12 % (03 teachers) have been teaching between 10 to 15 years. However, there is no teacher have been teaching this module of more than 15 years. This difference in the number of years in teaching oral expression is related to previous experience, the availability of sources and personal interest.

2.3.2. Teachers awareness of speaking skill

Q4: How often do your students participate in their speaking classes?

Table 20:

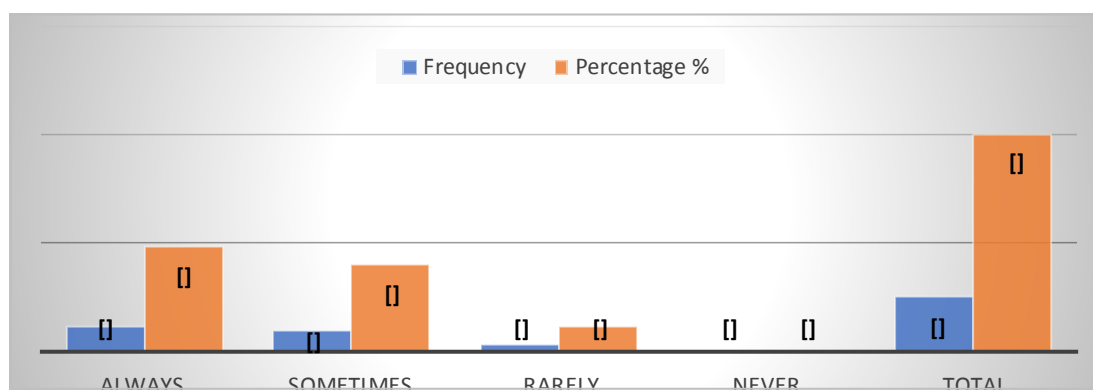
Students' Engagement in Speaking Sessions.

The Frequency of students 'participation	Frequency	Percentage %
Always	12	48 %
Sometimes	10	40 %
Rarely	3	12 %
Never	0	00 %

Total	25	100 %
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Graph 20:

Students' Engagement in Speaking Sessions.



This question appears to be providing information about the frequency with which students participate in their speaking classes, as reported by a group of teachers .According to the information provided, a total of 12 teachers (48%)stated that their students always participate in speaking classes, while 10 teachers indicated that their students participate sometimes. Additionally,03 teachers (12%) reported that their students participate rarely. No teacher reported that his students never participate in their speaking sessions.

Q5: How do you evaluate your students level in oral expression session?

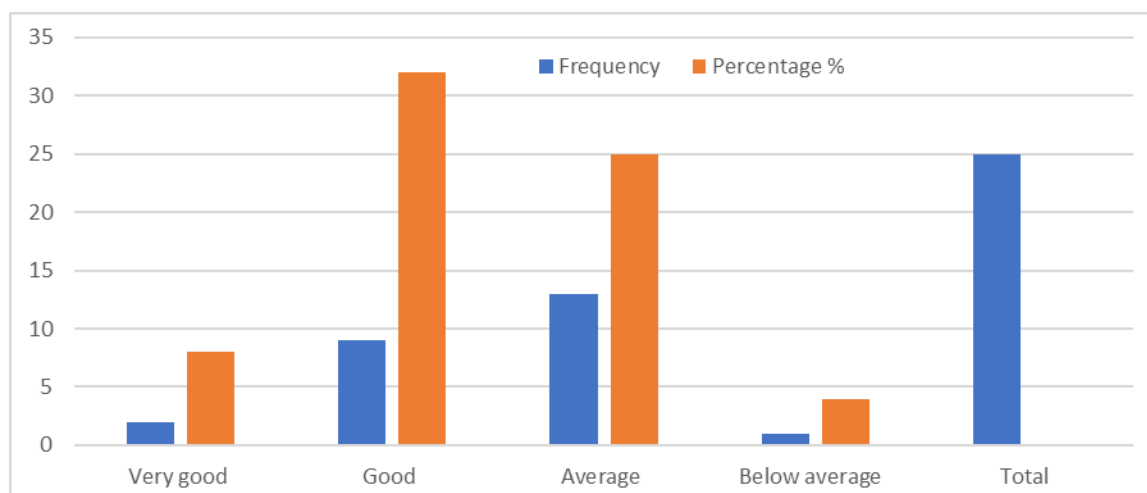
Table 21:

Teachers Evaluation for their Students Level in Oral Expression.

Students 'oral proficiency level	Frequency	Percentage
Very good	2	%8
Good	9	%32
Average	13	%25
Below average	1	%4
Total	25	%100

Graph 21:

Teachers Evaluation for their Students Level in Oral Expression.



According to the table and graph below, 02 teachers (8%) stated that their students' oral proficiency level is very good, while 32 percent of teachers responded that their students' level is good. Additionally, 25% of teachers stated that their students' level is average, and only 01 teacher reported that their students' level is below average.

Q6: Disparities that students may encounter when speaking in class

According to teachers' opinions about obstacles that face students when speaking in classroom, many students experience various challenges when it comes to speaking in class. Some of the common difficulties they may encounter are:

1. Fear of public speaking: one of the most significant challenges students face is the fear of speaking in front of their peers and teachers, this fear can be due to different factors such as lack of confidence, anxiety and shyness
2. Lack of preparation: students who are not well prepared for a class discussion may struggle to articulate their thoughts and ideas clearly. This lack of preparation can lead to confusion and a lack of coherence in their speaking.

3. Language barriers: For students who are non-native speakers of the language of instruction, speaking in class can be particularly challenging. They may struggle with pronunciation, grammar, and vocabulary, which can affect their ability to express themselves clearly.

4. Fear of being judged: Students may worry about being judged by their peers or teachers when they speak in class, this fear of criticism can cause them to hesitate or avoid speaking altogether.

5. Lack of interest: Students who are not interested in the discussed topic may find it difficult to engage in the conversation. This lack of engagement can affect their ability to contribute to discussion and develop their speaking skills.

Overall, these difficulties can hinder student's ability to participate effectively in class integrate in discussions, and develop their speaking skill.

Q7: Ideas suggested by teachers to inspire students to speak out in class

Encouraging students to speak in class can be a challenging task, but there are several strategies that teachers can use to create a supportive and engaging classroom environment that promote active participation. Here are some teachers' tips:

1. Create a positive classroom environment through an atmosphere of mutual respect, trust and support in the classroom.

2. Encourage Students to share their ideas and opinions freely and avoid belittling or dismissing their contributions.

3. Use warm up activities start each class with a warm up activity that encourages students to speak such a question or discussion prompt or a short game.

4. Provide structured speaking activities: such as role-playing, debates or small group discussion to give students opportunities to practice speaking in a supporting setting.

5. Provide feedback and praise when they speak in class focusing on both the content of their ideas as well as their speaking skills.

6. Create a safe space for language learning, encourage Students to take risks and make mistakes while speaking in class, emphasizing that language learning is a process that involves trial and error.

7. Use technology, such as online discussion forums or digital tools for recording and sharing audio or video presentations to provide additional opportunities for students to practice their speaking skills.

2.3.3. Teachers awareness about using AAPs in developing learners' speaking skill

Q8: How often do you use authentic audio podcasts in speaking sessions?

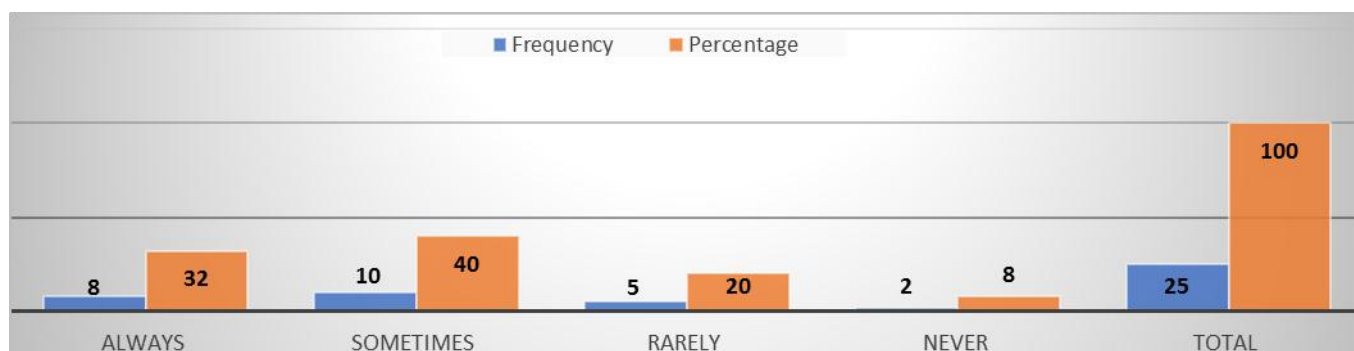
Table 22:

Teachers Frequencies in Using AAPs in Classroom.

Teachers' frequency in using authentic Audio podcast in speaking classes	Frequency	Percentage
Always	8	32 %
Sometimes	10	40 %
Rarely	5	20 %
Never	2	8 %
Total	25	100 %

Graph 22:

Teachers Frequencies in Using AAPs in Classroom.



The table below describes the frequency of using AAPs by teachers in speaking sessions. 8 teachers(32%) always use AAPs in speaking session, this suggests that there is a significant minority of teachers who make consistent use of this resource.10 teachers(40%) use AAPs sometimes, indicating that a majority of teachers use this resource at least occasionally. However,5 teachers use AAPs rarely, while only 02 teachers never use them in speaking sessions. While the majority of teachers use AAPs to some extent, there is still a significant number who do not make use of this resource very often or at all.

Q9: Upon which criteria do you generally select authentic materials?

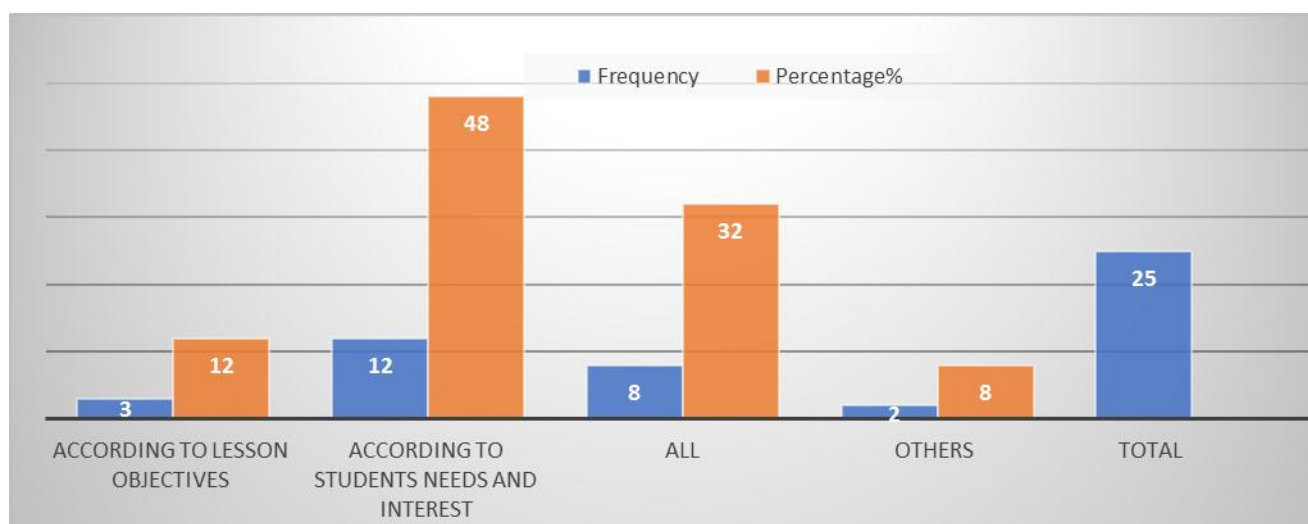
Table 23:

Teachers Criteria for Selecting the Appropriate AAPs for Learners.

Ways of using Authentic Audio podcast	Frequency	Percentage
According to lesson objectives	3	%12
According to students needs and interest	12	%48
All	8	%32
Others	2	%8
Total	25	%100

Graph 23:

Teachers Criteria for Selecting the Appropriate AAPs for Learners.



This question aims to investigate teachers' way for selecting AAPs to use them in class. Two teachers (12%) choose it according to the relevance of the podcast content to the lesson objectives. While 12 teacher (48%) reported that they must take into consideration the need and interests of their students when selecting AAPs to make students engaged and motivated in the speaking session. 8 teachers (32%) stated that both criteria must taken into account when selecting AAPs. However, two teachers stated that the selection of AAPs is based on student's level and culture.

Q10: Teachers' assessment of the advantages of utilizing AAPs in classroom

According to teachers' opinions, there are several benefits to using AAPs in the classroom including:

1. Enhancing listening skills: AAPs Provide students with an opportunity to listen to real, natural language spoken by native speakers. This helps them to improve their listening skills and exposes them to a variety of accents and speech patterns.
2. Improving vocabulary and grammar: by exposing them to new words and structures within a natural context.
3. Encouraging active engagement: AAPs can be used for Foster active engagement and participation among students. For Example, teachers can use them to initiate class discussions or as a basis for group projects or presentations.

4. Promoting cultural awareness: AAPs can provide students with glimpse into the culture and daily life of native speakers of the target language. This can help to promote cultural awareness and sensitivity among students.

5. Providing flexibility: podcasts can be accessed and listened to at any time, making them flexible resources for teachers to use in classroom or for students to use for self-study.

Overall, AAPs can be a valuable tool for language teachers to incorporate into their Curriculum, providing a range of benefits for students and teachers.

Q11: What types of errors that your students make when they listen to an authentic audio podcast?

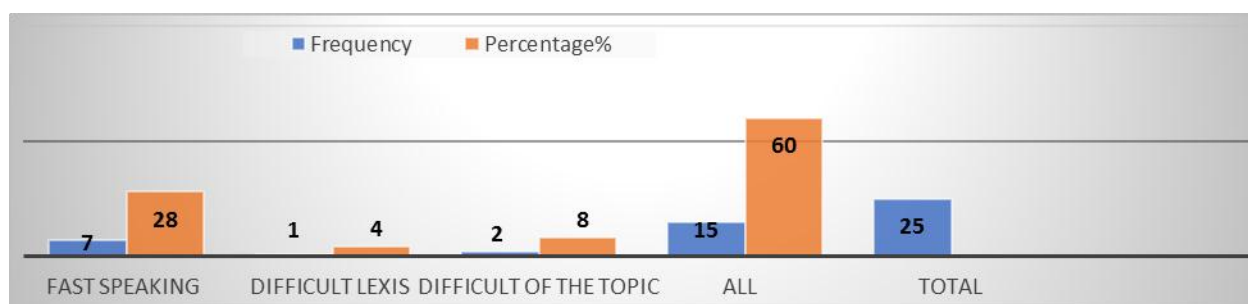
Table 24:

The Challenges that Students Face when Listening to AAPs.

Challenges confront students when listening to AAPs	Frequency	Percentage
Fast speaking	7	28%
Difficult lexis	1	4%
Difficult of the topic	2	8%
All	15	60%
Others	00	00 %
Total	25	100%

Graph 24:

The Challenges that Students Face when Listening to AAPs.



The table display the difficulties that students face when listening to AAPs. Seven teachers stated that fast speaking could be significant challenge for language learners especially for those who are not yet accustomed to the rhythm and intonation patterns of the language. Moreover, one single teacher reported that difficult vocabulary is another challenge for language learners, particularly when encountering technical or specialized terms related to specific field, while 02 teachers responded that complex topics could also pose a challenge as they may require a more advanced understanding of the language and culture context.15 teachers stated that all this challenges together will make it difficult for students to fully engage with AAPs.

Q12: what are the problems that you may face in planning speaking sessions using authentic audio podcast?

By this question, researchers intended to know the supporting tips that teachers may utilize to enhance students' listening skill. Teachers suggest strategies such as slowing down to the audio podcast, providing transcripts or vocabulary lists, and breaking down complex concepts into more meaningful. This support learners as they work to improve their listening comprehension and overall language proficiency. Additionally, it is important to keep in mind that listening skill are developed over time, and learners may need to practice regularly and consistently to see significant improvements.

Q13: What additional support and resources do you adapt to help your students in building their listening and expand their vocabulary?

Using AAPs in the classroom can be a useful tool for enhancing students listening skills and exposing them to real-life language use. However, teachers may encounter several challenges when planning a speaking session using AAPs including:

1. Understanding the content: AAPs are often created for native speakers and may contain colloquial language, regional accents, or cultural references that may be difficult for non-native speakers to understand. Teachers may need to spend time analyzing and understanding the content of the podcast to ensure that it is appropriate for their students and that they can provide adequate support during the speaking session.

2. Adapting the content: An AAPs may contain content that is not appropriate for the classroom setting, such as explicit language or sensitive topics. Teachers may need to adapt the

content of the AAPs to make it suitable for their students' age and level and ensure that it aligns with the learning objectives of the speaking session.

3. Time constraints: AAPs can be lengthy and teachers may need to select specific sections of the AAPs to focus on during the speaking session. This can be challenging, as teachers need to ensure that the selected sections are relevant to the learning objectives and provide enough materials for students to discuss.

4. Technical difficulties: as with any AAPs, technical difficulties such as poor sound quality or difficulty accessing the AAPs can affect the success of the speaking session. Teachers may need to test the AAPs before hand.

Students' engagement: Students may struggle to engage with AAPs, especially if they find the content challenging or the AAPs is presented in an engaging way. Teachers may need to provide scaffolding and support to help students understand the content and encourage discussion and interaction during the speaking session. Additionally, teachers may need to consider how to assess students' understanding of the AAPs content, as well as, their ability to communicate in context.

Q14: what are the strategies you mostly use in your classroom after listening to an authentic audio podcast to promote your students speaking skills?

When learners listen to AAPs in the classroom, teachers use different strategies to enhance the learning experience for their students. Here are the teachers responses about the tactics used:

Active listening: teachers may encourage students to actively listen to AAPs by asking them to take notes, summarize the main point or write down questions that come to mind while listening.

Discussions: After listening to AAPs, teachers initiate class discussions where the students can share their thoughts and ideas about their topics. This help students processing information they have just heard and encourage their critical thinking.

Reflection: teachers ask students to reflect on their personal experiences related to the topic of the AAPs. This can help students relate information to their own lives and make their learning more meaningful

Follow up activities: teachers create follow-up activities that build on the information presented in the podcast .For example, students may be asked to write a short essay, create presentation or conduct further research on the topic

Differentiate instructions: teachers use AAPs as a way to differentiate learning needs. For instance, they provide different AAPs topics for students at different learning styles.

Overall, AAPs can be useful tool for teachers to engage students in the learning process and provide them with opportunities to develop their listening, critical thinking and communicative skills.

3. Discussion of Questionnaires

3.1. Discussion of Questionnaire for Students

With the analysis of collected data from the students' questionnaire, some results are drawn. The majority of students in the department of English language at Msila University are females. The participants' options for learning English were either personal desire or to use it in academic and professional careers. Students are more comfortable with using English as a means of communication since they have been studying it for years.

The majority of responders emphasized the significance of oral proficiency since it allows them to express their thoughts, ideas, and emotions to others. Through speaking, we can connect with people, build relationships, and share knowledge.

Thus, EFL learners are more interested and focused on speaking, followed by writing, listening, and then reading.

Learners believe that improving productive skills (speaking and writing) is more important than improving receptive skills (hearing and reading). However, without legitimate input, output cannot be produced. Neglecting receptive skills results in a breakdown in productive skills. By listening, more than we speak, we can better understand others and build stronger relationship with them. Obtained results highlights that students were having a good time in speaking sessions. However, their oral proficiency level is between good and average. In spite of the fact that the questioned students like practicing, some of them are frightened to speak because they are worried about making grammar and pronunciation errors, and feeling anxious. As a result, teachers must inspire students and create a helpful environment in the classroom. It is also noticed that students are aware of the use of the AAPs in their oral expression session to improve their listening and speaking skills, to have rapid replies and reactions to particular themes. They also help them to be familiar with native speakers' accents, tone, and rhythm. Following that, learners strive to emulate the speaker by comprehending the speech in context and repeating the same speech several times until they grasp the correct pronunciation.

Imitation allows learners to practice speaking and thinking in English, allowing them to become more fluent because they do not have to pause and think about the word to be stated. These findings confirms that the primary focus of the audio recording is enhancing learners' fluency in the language acquisition process through actual, ongoing day-to-day contact with native speakers. Learners thought it was advantageous to utilize AAPs to improve their oral competence. However,

one of the challenges that students have with audio podcasts is the difficulty in accessing them as well as the poor sound quality.

3.2. Discussion of Questionnaire for teachers

The analysis of instructors' questions revealed that the majority of teachers at the English department of Msila University are females and that both teachers' academic degrees and duration of teaching oral expression varied from one another based on their experiences. Teachers responded that their students participate in speaking sessions on a regular basis. Their level of oral proficiency is good to average. Teachers encourage students to actively participate in their speaking sessions by giving them a comfortable environment and incorporating fascinating topics that suit their interests and using exercises and ESL games to engage them all and help them get more comfortable with the teacher.

They noted that students confront language issues (vocabulary, pronunciation, grammar, etc) as well as confidence issues, such as not understanding how to engage their audiences with their presentations and nervousness about public speaking.

Teachers utilize various tactics to boost their students' speaking skills after listening to the AAPs. First, students should pay close attention to the audio. Second, repeat or echo what the audio says. Third, respond to questions about the audio.

4. Limitations of the Study

During the investigation of learners' perceptions about the effectiveness of using AAPs in developing speaking skills, the researchers encountered some limitations. The present study was only limited to second-year EFL students at M'sila University; therefore, It is not known its potential effectiveness on students of other years. The time limit is the biggest obstacle researchers have faced; even though it would be able to finish our work by the decided deadline, more time could have been helpful for better outcomes. In terms of resources, some books were difficult to obtain. There was also the difficulty of collecting the questionnaires from students; some students left out some questions. In addition, researchers did not have enough time to select an interesting topic because they have already selected two topics that were rejected by the administration.

5. Pedagogical Implications:

- 1) Conducting experimental studies of using authentic audio podcasts in students' oral sessions.
- 2) Conducting comparative studies of the difference between authentic and non-authentic audio podcasts in developing speaking skills.
- 3) The investigation of AAPs in different genres, for instance the use of AAPs in developing listening skills.
- 4) Holding awareness programs, workshops, and seminars to assist students and teachers in recognizing the importance and principles of using AAPs in developing students' communication in English.

6. Recommendations for Future Research:

From the results obtained in this study, the researchers deduce recommendations as follows:

- 1) Audio podcasts are regarded as authentic materials input.

- 2) Teachers should emphasize more on the use of AAPs to teach speaking skills.
- 3) Learners should be exposed to native speakers' input to acquire the language and develop their oral abilities.
- 4) Learners could practice speaking by role-playing, storytelling, and having group discussions.
- 5) Imitating native speakers assist learners to develop the micro-skills of oral performance.
- 6) Teachers should motivate learners to be fluent in speaking.

Conclusion

The present research has shown great outcomes in the teaching and learning process. According to the debate, the AAPs may expose students to a range of life scenarios and authentic language use, which can help them develop their listening and speaking skills. Furthermore, AAPs may be entertaining and pleasant and motivational materials for EFL learners when studying.

General Conclusion

The primary goal of this research is to describe teachers and students' attitudes about role of using authentic audio podcasts on developing EFL learners speaking skills. This study was addressed to second-year LMD students of the English department at M'sila University. Moreover, this study hypothesized/ that the use of AAPs has an important role in enhancing students speaking skills. The question that the researchers want to answer is whether the use of audio podcasts as authentic materials in learning English as a foreign language will improve the oral proficiency of EFL learners.

This work consists of two chapters. The first chapter consists of two sections. First section paves the ground for the investigation by providing the theoretical framework related to speaking skill as well as determining different obstacles and difficulties. In addition, it describes some strategies for effective speaking in the form of a literature review. Second section highlights some definitions of ICTs, teaching aids, types of teaching aids (audio, video, audio-visual), podcasting, audio podcasting, and its implementation in language teaching and learning. The second chapter is the practical one. In this chapter, researchers analyzed data gathered from a questionnaire that was submitted to second-year LMD students of the English department at M'sila University and a questionnaire submitted to teachers who taught the oral expression module to collect data. This data was analyzed quantitatively.

The results obtained from the analyzed data reveal a positive attitude among teachers and second-year LMD students of the English department at M'sila University towards the effectiveness of using AAPs in enhancing EFL learners speaking skills.

The study confirms the validity of the hypothesis and research questions through the results obtained from the analysis of the practical part. EFL learners often use AAPs outside the classroom. They want to use them more in the classroom. Using AAPs helps EFL learners improve their oral abilities by developing their pronunciation, fluency, accuracy, and improving their language skills

in general. Teachers encourage students to use authentic audio podcasts both in and out of the classroom.

The results confirmed our hypothesis about the effect of using of AAPs on EFL learners' speaking ability. The findings show that using of AAPs in classrooms contributes in the enhancement of learners' speaking skills and teachers support students to use them. This study emphasizes that AAPs are beneficial materials that can be employed by syllabus designers to develop oral skills of EFL learners. After going through research, researchers strongly believe that if EFL learners have opportunities and practice the English language by AAPs, they will find learning more enjoyable and there will be a great development in their speaking abilities.

To sum up, this study confirms that integrating such **a** tool is not only effective for the development of learners' oral proficiency, but also improving their language level in general. It is also an important issue that deserves the attention of syllabus designers and teachers who are responsible for the implementation of such materials in the learning and teaching process in order to increase students' levels and assist them in understanding better how to use the language.

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Appendix A: Questionnaire for Students

Exploring Teachers' and Students' Attitudes towards the role of Using Authentic Audio Podcast on Improving the Speaking Skills

Dear students, this questionnaire is a part of our master dissertation that aims at investigating teachers and students perceptions about the effectiveness of using authentic audio podcast on improving the speaking skill. You are kindly requested to answer this questionnaire by putting a tick (✓) in the corresponding answer or by making a full statement whenever necessary. We would really appreciate it if you would take the time to fill out this questionnaire.

Section One: Background Information

1. What is your gender?

- Male ☐
- Female ☐

2. Why did you choose studying English at the university?

- a) - For professional career ☐
- b) -For academic career ☐
- c) –For A personal desire ☐
- d) – Compulsory choice ☐

3. You are comfortable using English as a medium of communication.

- a) - Strongly Agree ☐
- b) - Agree ☐
- c) - Disagree ☐
- d) - Strongly disagree ☐

Section Two: Students' attitudes towards Oral Proficiency

4.What are the most important skill for you?

- a) - speaking ☐
- b) - reading ☐
- c) - writing
- d) - listening ☐
☐

5. Are you enjoying speaking session

Yes ☐

No ☐

6. My oral performance is:

- a) - Excellent ☐
- b) - Good ☐
- c) - Average ☐
- d) - Weak ☐

7. Is it important for an EFL learner to develop the oral proficiency ?

Yes ☐

No ☐

If yes , explain why

.....

...

8. Usually, how do you practice English?

- a) - Speaking outside in English ☐
- b) - Listening to English audio tracks ☐
- c) - Through chatting with friends on the Net ☐
- d) - Watching English movies ☐

9. What type of activities do you prefer in speaking classes?

- a) - role plays and games ☐
- b) - debates ☐
- c) - free discussion ☐
- d) - presentations ☐

10. What are the difficulties that you face when you try to speak in English?

- a) - Lack of vocabulary ☐
- b) - Pronunciation difficulties ☐
- c) - Fear of mistakes ☐
- d) - Lack of practice ☐

Section Three: The effect of using authentic audio podcast on improving the speaking skills

11. How often do you use authentic audio podcasts for educational purposes?

- a) - Daily ☐
- b) - Weekly ☐
- c) - Monthly ☐
- d) - Never ☐

12. Authentic audio podcast motivate you to learn English

- a) - Strongly Agree ☐
- b) - Agree ☐
- c) - Disagree ☐
- d) - Strongly disagree ☐

13. Authentic audio podcast help you to practice speaking and listening English

- a) - Strongly Agree ☐
- b) - Agree ☐
- c) - Disagree ☐
- d) - Strongly disagree ☐

- b) - Agree
- c) - Disagree
- d) - Strongly disagree

14. what can authentic audio podcasts help you to improve?

- a) - Vocabulary
- b) - Grammar
- c) - Pronunciation
- d) Fluency

15. To what extent do you think that authentic audio podcast are effective in developing EFL learners' oral proficiency?

- e) - Extremely effective
- f) - Very effective
- g) - Moderately effective
- h) - Slightly effective

16. What problems did you encounter with authentic audio podcast?

- Difficulty to access authentic audio podcasts in university
- Sound quality is bad

Other

.....

.....

APPENDIX B: Questionnaire for teachers

You are kindly invited to participate in a modest research that deals with exploring teachers attitudes towards using Authentic Audio podcast on student's speaking. Case study: first year students at the University of Msila. Your participation will be part of data collection to investigate the role of applying authentic Audio podcast to enhancing students' oral expression. Thank you in advance for your collaboration.

Section One: Background Information

1. Your gender:

Male ☐ Female ☐

2. What is your academic degree?

Licence ☐ Master ☐ Magister ☐ Doctorate ☐

3. How long have you been teaching oral expression module ?

1 to 5years ☐ 5 to 10 ☐ 10 to 15 years ☐ 15 years ☐

Section Two: Teachers' awareness about Speaking Skill

4. How often do your students participate in your speaking classes ?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

5. How do you evaluate your students level in oral expression session?

Very good ☐ Good ☐ Average ☐ Below ☐

6. According to you, what are the difficulties that learners face when speaking in classroom?

.....

7. How do you encourage your students to speak in classroom?

.....

Section Three: Teachers' Awareness about Using Authentic Audio Podcast in Developing

Speaking Skill

8. How often do you use Authentic Audio podcast in speaking sessions?

Always nes Average verage

9. Upon which criteria do you generally select authentic materials ?

According to lesson objectives.

According to your students' needs and interests .

According to other factors

.....

10. What are the benefits of using Authentic Audio podcast in the classroom?

.....

11. What types of errors that your students make when they listen to an Authentic Audio podcast?

Fast speaking lexis Difficult of

Others:.....

12. What are the problems that you may face in planning speaking sessions using Authentic Audio podcast?

.....

.....

13. What additional support and resources do you adapt to help your students in building their listening and expand their vocabulary?

.....

.....

14. What are the strategies you mostly use in your classroom after listening to an Authentic Audio podcast to promote your students speaking skills?

.....

.....

Thank you.

المخلص

الحوار يعكس مدى اتقان المتكلم للغته. أغلبية طلاب اللغة الإنجليزية كلغة أجنبية يواجهون صعوبات أثناء محادثتهم وعليه هذه الدراسة تتناول أثر البودكاست الصوتي الأصلي في تطوير الأداء الشفهي باللغة الإنجليزية. الفرضية المطروحة هي أن الطلاب والأساتذة لديهم مواقف ايجابية اتجاه استعمال البودكاست الصوتي الأصلي في تحسين القدرة الشفهية واستعمال مثل هذه الوسائل يساعد الطلاب في تحسين الأداء من ناحية النطق والمفردات والطلاقة . طريقة البحث المعتمدة من أجل هاته الدراسة هي الطريقة الوصفية والمعلومات المتحصل عليها عن طريق استبيان لطلبة السنة. الثانية تخصص لغة إنجليزية كلغة أجنبية و كذا حوار مع أساتذة مقياس التعبير الشفوي . الهدف من هذه الدراسة هو ايضاح اهمية استعمال البودكاست الصوتي الأصلي في تطوير المهارة الشفهية في فصل السنة الثانية في جامعة محمد بوضياف لولاية المسيلة. النتائج المتحصل عليها تظهر أن ادماج البودكاست الصوتي الأصلي وسيلة بيداغوجية فعالة في تطوير الأداء الشفوي لدى الطلاب . واعتمادا على هاته النتيجة تم تأكيد الفرضية المطروحة سابقا وتم اقتراح بعض الاستراتيجيات على الأساتذة والطلبة لتفادي المعضلات بخصوص الأداء الشفوي عن طريق استعمال البودكاست الصوتي الأصلي لتطوير أدائهم للأحسن.