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The Influence of Podcasts Instruction on EFL Learners Listening Skills.

Case Study of Third year pupils at Zaghez Djelloul Middle School Biskra.

**A dissertation submitted to the Department of Foreign languages as partial fulfillment
of the Masters' degree in sciences of language**

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful.

This work is dedicated to the cherished memory of my beloved father and stepfather. May Allah have mercy on their souls and grant them the highest place in Jannah. Their unwavering love, wisdom, and boundless faith in me have been the bedrock of my strength and determination. Though they are no longer with us, their spirit continues to guide and inspire me every single day.

To my dearest mother, whose love and sacrifices are beyond measure, may Allah heal and protect you always. Your unyielding resilience, boundless affection, and constant encouragement have been my sanctuary. You have been my guiding light and the source of my strength. Your unwavering belief in me has been the driving force behind my every achievement.

To my brothers, Yahia, Yakoub and Mouaadh, my pillars of strength and my companions in this life, your endless support and unwavering belief in me have been my greatest motivation. We have faced countless challenges together, and your steadfast faith in me has made this accomplishment possible.

This dissertation is not just a culmination of my academic efforts, but a testament to the love, sacrifices, and unwavering support of my family.

May Allah bless and reward you all abundantly.

Ameen

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Abstract

Podcasts have become a useful tool in language instruction due to the growing availability and popularity of digital media. This study examines the impact that regular exposure to English-language podcasts has on EFL students' auditory comprehension skills. This research aims mainly to investigate the influence of podcast instruction on EFL learners' listening skills. When compared to EFL learners who do not receive podcast teaching, those who showed a notable improvement in their overall listening comprehension ratings. The researcher uses a mixed strategy that combines quantitative and qualitative methods. While the qualitative component involves an interview on a subset of teachers to learn more about their perspectives on using podcasts, the quantitative component involves a pre-test and post-test design, where the participants take a listening comprehension test and a questionnaire before and after engaging in a podcast instruction. A basic population consisting of 27 students from Zaghez Djeloul Middle School's third year EFL program employed in this study. A random selection of the participants places in a group that listens to instructional podcast. However, in order to get insights and perceptions about the teaching and learning process using these e-tool podcasts, the researcher selects three teachers. The results show that by offering possibilities for contextual learning, exposure to a variety of dialects, and authentic language use, podcasts considerably improve listening abilities. Furthermore, students expressed greater motivation and involvement, crediting their advancement to the adaptable and pleasurable quality of podcast listening. These findings imply that the use of podcasts in EFL courses can effectively aid in the improvement of listening skills, providing a useful and approachable addition to conventional language teaching techniques.

Keywords: Auditory comprehension, Authentic language exposure, EFL learners, Language proficiency, Podcast instruction.

List of abbreviations and acronyms

E-tools: Electronic tools

T-tools: Technological tools

EFL: English as a foreign language

ICT: Information and Communication Technology

MC'd: Mediated Communication

TV: Television

AM: Amplitude Modulation

FM: Frequency Modulation

G2: Group two

L2: Second language

FL: Foreign language

L1: First language

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General

Introduction

General introduction

The use of technology in language instruction has created new opportunities for teaching strategies that accommodate a range of student preferences and learning styles in recent years. Its influence has spread to most nations in the world, making it challenging to keep people away from T-tools like the internet, audiovisual systems, and a plethora of other tools. One of the most crucial instruments that have a major impact on the globalization of e-tools are the internet. It transformed the world into a little place where everyone has the opportunity to meet and share anything, breaking the constraints of long-distance communication. It has helped many nations develop in the areas of commerce, economics, and education. In the realm of education, teachers and students studying English as a foreign language (EFL) can now rely on the World Wide Web as a valuable resource.

Podcasting is one such technology media that has grown in popularity and provides a different and adaptable method of teaching languages. Moreover, podcasts promote learner autonomy and motivation. According to Vandergrift and Goh (2012), allowing students to choose podcasts that interest them can increase their engagement and motivation to learn. This self-directed learning approach is further supported by Benson (2011), who argues that autonomy in language learning leads to more effective and personalized learning experiences. A summary of the two variables under investigation is given in this introduction: the effect of podcast training and its effect on the listening abilities of English as Foreign Language (EFL) learners.

As a type of digital media, podcasts are now widely used as a source of entertainment and information. Specifically created for educational reasons, podcasting provides a flexible platform that enables students to access audio content on a variety of subjects. Podcast training stands out as a flexible and learner-centered strategy because of the ease of learning while on

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the go and the flexibility to review knowledge as needed. Podcasts expose learners to a variety of linguistic components by showcasing real-life interactions, actual language use, and a range of accents and speech patterns. Podcasts' lively and captivating content can improve the EFL learner's overall experience by piquing their attention and motivation.

A key element of language proficiency is listening comprehension, which is essential for both language learning and communication. Gaining proficiency in hearing is especially important for EFL learners since it greatly enhances their capacity to understand spoken language, participate in meaningful conversations, and function in a variety of linguistic contexts. According to Miller (2003), listening to authentic materials helps learners develop their listening comprehension and enhances their ability to understand different accents, intonations, and colloquial expressions.

There are a lot of obstacles when it comes to second language listening comprehension, including things like different speech rates, unknown accents, and understanding colloquial language. Thus, it is crucial to investigate efficient teaching strategies that are tailored to improving listening abilities in EFL students.

The purpose of this study is to look into how EFL learners' listening skills grow in relation to podcast instruction. Through our analysis of how podcasting affects students' listening comprehension, vocabulary growth, and general listening ability, we want to provide important new information on the effectiveness of this teaching strategy. This study will investigate the ways in which podcast training might specifically target listening difficulties that EFL students encounter. It will also highlight the advantages of incorporating podcasts into language learning environments and provide teachers with research-backed techniques to improve their methods.

Therefore, educators, curriculum designers, and language learners alike must comprehend the impact of podcast instruction on EFL learners' listening abilities as the need

for efficient and interesting language training grows. The purpose of this study is to close the knowledge gap in the literature by offering useful insights into the complex relationship between podcast education and the improvement of listening skills in EFL environments.

1. The Statement of the Problem

Effective listening comprehension is a crucial skill for English as Foreign Language (EFL) learners, as it enables them to understand and respond to spoken English in various contexts. However, many EFL learners face challenges in developing this skill due to factors such as unfamiliarity with the natural flow of spoken English, accents, and cultural references. Podcasts, a form of digital audio content, have emerged as a promising tool for enhancing EFL learners' listening comprehension. Podcasts offer a variety of benefits, including exposure to authentic English language use, engaging content, and flexibility in terms of access and time management.

2. Research Objectives

This research aims mainly to investigate the influence of podcast instruction on EFL learners' listening skills. The specific objectives are to:

- Examine the impact of podcast instruction on EFL learners' overall listening comprehension scores.
- Identify the specific aspects of listening comprehension that are most affected by podcast instruction.
- Explore EFL learners' perceptions and attitudes towards using podcasts for listening comprehension improvement.

3. Research Questions

- Do podcast instruction affect English learners' listening skills?
- How can podcast instruction influence English learners' listening skills?

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- To what extent do EFL learners find podcast instruction enjoyable and motivating compared to traditional listening materials?

- In what ways can teachers facilitate effective podcast instruction within the classroom setting in order to improve EFL learners' listening skills?

4. Research Hypotheses

The researcher proposes the following hypotheses:

- EFL learners who receive podcast instruction will demonstrate significant improvement in their overall listening comprehension scores compared to those who do not receive podcast instruction.

- Podcast instruction will enhance EFL learners' ability to comprehend specific aspects of listening, such as main ideas, supporting details, and inferences.

5. Research Methodology

A quantitative-qualitative mixed methods approach employs by the researcher. The quantitative component involves a pre-test and post-test design, where the participants take a listening comprehension test and a questionnaire after and before engaging in podcast instruction while the qualitative component will involve an interview with a subset of teachers to gain insights into their experiences and perceptions of using podcasts for listening comprehension improvement in their courses.

6. Research Sampling

The simple population that will be used in the present research is of 27 pupils from third 3rd year EFL learners from Zaghez Djeloul middle school. Participants will be non-randomly assigned to an experimental group that receives podcast instruction. However, the researcher chooses three teachers randomly to have an interview with them about the teaching and learning process with this e-tool podcasts.

7. Data Collection and Analysis

Quantitative data will be collected from the pre-test and post-test listening comprehension tests. The data will be analyzed using statistical methods to calculate the performance of the experimental group. Qualitative data from the interview will be analyzed thematically to identify common themes and patterns in teachers' experiences and perceptions.

8. Significance of the Study

Understanding the impact of podcasts on EFL learners' listening skills can contribute valuable insights to language educators and curriculum developers, facilitating the creation of more engaging and effective instructional practices.

9. Expected Outcomes and Contribution

The research is expected to provide valuable insights into the effectiveness of podcast instruction for enhancing EFL learners' listening comprehension skills. The findings will inform EFL teachers about the benefits of incorporating podcasts into their teaching practices and provide guidance on how to effectively utilize podcasts in the classroom. Additionally, the research will contribute to the growing body of knowledge on the use of technology for EFL instruction.

10. Dissertation structure

The dissertation is structured into three main chapters that systematically delve into the multifaceted aspects of the influence of podcast instruction on the listening skills of English as Foreign Language (EFL) learners. Chapter one introduces podcast instruction as a contemporary pedagogical tool emphasizes the importance of podcasts' in language teaching and learning and. Chapter 2 is emphasizing the importance of listening skills in language acquisition where the theoretical foundations of language learning, historical developments in language instruction, and the current landscape of EFL listening education are thoroughly

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examined. Chapter 3, the methodology section, outlines the research design, participant details, variables, instruments, and procedures employed to investigate the research question

Chapter one:

Podcasts instruction

Introduction

ICT tools have become increasingly important in the English as a foreign language classroom in order to encourage student participation, opinion exchange, meaning negotiation, and digital competence. Technological advancements and the impact of multimedia and virtual spaces on students' lives have prompted educational institutions and teachers to investigate new tools and ways for learning the target language. Podcasts contain Internet-based information and can become an influential teaching approach for improving the EFL teaching-learning process. This chapter provides an overview of podcast instruction including the emergence of podcast, definition, types of podcasts, the difference between podcast and broadcast, how to create a podcast, characteristics of podcast and the effect of podcast on EFL learning and teaching tools. It seeks to examine the impact of podcast instruction on EFL learners overall listening comprehension scores.

1- The Emergence of Podcast

Software engineer Dave Winer built the first audio RSS feed in 2003, which is when podcasts first came into being in the early 2000s. When former MTV VJs Adam Curry and Dave Winer released the first podcast, "The Daily Source Code," in 2004, the term "podcast" as we know it today became popular. With the advent of online broadcasting via RSS feeds, this signaled the start of a new era and set the groundwork for the current podcasting industry.

Podcasts have come a long way over the years, from a niche type of "audio blogging" to a multibillion-dollar industry with a wide range of content on a variety of subjects. The popularity of podcasts was greatly influenced by the development of internet connectivity and portable music players like the iPod. Podcasts first became popular in response to the iPod's expansion, offering users a new kind of content that was readily available and practical to listen to.

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A number of significant turning points have occurred in the development of podcasts, such as the introduction of specialized podcast hosting services like Blubrry and Libsyn, which made it simpler for producers to release and market their programs. With the debut of Sarah Koenig's true-crime podcast "Serial" in 2014, the industry underwent a dramatic change. This podcast not only spurred a boom in true crime content but also helped mainstream podcasts, opening them up to a wider audience and setting the stage for the genre's subsequent success.

Millions of people tune in to a variety of broadcasts every day on podcasts, which have grown to be a popular medium for news, entertainment, education, and other purposes. Podcasts' content and production quality have changed over time in response to new content development techniques, audience preferences, and technology breakthroughs. Podcasts allow artists a variety of ways to monetize their work and interact with listeners through a variety of revenue-generating strategies, such as sponsorships, ads, exclusive material, and product promotions.

2-Definition of Podcast

According to the Cambridge Dictionary, a podcast is defined as “ a radio program that is stored in a digital form that can be downloaded from the internet” (Cambridge Dictionary, n.d.).

According to the Oxford Learner's Dictionaries, a podcast is defined as “ a recording of a radio broadcast or a video that can be taken from the Internet” (Oxford Learner's Dictionaries, n.d.).

According to the Collins English Dictionary (n.d.), a podcast is described as “an audio file similar to a radio broadcast that can be listened to on a website or app on your phone, computer, etc.)”.

According to the Oxford Learner's Dictionaries (n.d.), podcasting is defined as "the activity of making an audio or video recording and putting it on the internet."

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According to Oxford Reference (n.d.), the term "podcast" is a portmanteau word made up from "broadcast" and "iPod," referring to a file containing digital media stored on a device.

A podcast is a digital audio or video file that may be downloaded to a computer or media player from the internet. It is typically part of a series. Similar to a radio broadcast, but in a digital format that is easily accessible and consumed on a variety of devices like computers or smartphones, it lets people listen to information whenever it's convenient for them. Podcasts give listeners the freedom to interact with content on their own timetable, covering a broad variety of subjects and genres.

3-Types of Podcasts

Each episode of the interview podcast typically features one or two hosts conversing with one or more guests. In this approach, the visitor offers special knowledge or insights on a particular subject, sector, or theme. As it mentioned according to Steph Knapp (as cited in ConvertKit, 2022), these are the types of podcasts:

3-1-Interview Podcast:

3-1-1-Expert Interviews

The host of podcasts such as Reid Hoffman's Masters of Scale concentrates on a certain subject matter and the guest is regarded as a thought leader in that field. A guest like Bill Gates, for instance, might tell tales of his exploits as a technology entrepreneur. This kind of podcast is highly popular among listeners who want to learn more about a certain business or acquire knowledge that will benefit their own careers.

3-1-2-Entertainment Interviews

Entertainment-style podcasts invite guests to tell fascinating personal tales. Comedians or journalists covering entertainment frequently host these programs. For instance, comedian

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Sabrina Wu recently had a guest appearance on comic Carmen Esposito's podcast, Queery, where they talked about ethnicity and gender identity and how those things have affected their careers.

At the same time, the podcast host must possess the necessary abilities to elicit captivating tales from their guests

3-2- Conversational Podcast

Co-hosted, conversational podcasts are highly popular and closely resemble conventional radio programs. Two podcast hosts engage in lively discussion about particular themes and subjects in this style. Co-hosts frequently talk about hot news items and offer witty or perceptive remarks. Podcasts that are conversational may also have guests. For instance, the popular genre is given a humorous twist by the British comedian Adam Buxton, who hosts the Adam Buxton Podcast. He frequently receives visits from visitors who sit and talk with him for almost an hour. The hosts of this kind of podcast need to be quite comfortable and acquainted with one another. The audience will be able to see whether the hosts are not close friends or get along. It is best for hosts who can improvise on the fly because you can't, or at least should not, script a conversation.

There can be particular technical difficulties with the conversational podcast. For instance, if the hosts live in different places, they will require specialized software for podcast production in order to separately record the voice recordings and subsequently combine them.

3-3- Monologue Podcast

Podcasts that are monologues, often known as solo podcasts, have a single host who speaks nonstop throughout each episode. The hosts of these podcasts are often authorities in their respective fields. Attendees tune in to hear a knowledgeable perspective on current affairs or to learn more about a certain subject.

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A lot of educational podcasts use a monologue format, like Stephen West's philosophize this Series. West takes listeners on a tour through the development of global philosophy in this specific series. The West starts with pre-Socratic philosophy and gives a summary of the main trends in philosophical thought over the ages. Any topic can be covered by hosts using this format, but they need to be knowledgeable enough to cover multiple episodes. Nevertheless, a limited-run podcast covering a single subject or problem, like a serialized audio book, can be produced.

One benefit of the monologue format is that it does not rely on other individuals. It is not necessary for the host to plan visits or coordinate schedules with another host. Still, this method necessitates a good deal of research.

3-4- Storytelling / Investigative Podcasts

Because they provide an immersive experience, podcast listeners choose investigative and storytelling podcasts. Each podcast episode in this style is used by one or more hosts to convey a whole story or a chapter of a longer story. Podcasts with a narrative format that are non-fiction come in a wide variety. The Hardcore History podcast by Dan Carlin is at one extreme of the range. Carlin creates incredibly well researched miniseries that take listeners of his podcast through significant junctures in global history. His show requires so muc Podcasts that are not fiction can use many resources. Podcasters that are successful in this format have a strong sense of entertainment value and outstanding research abilities. Podcasts that are not fiction can use many resources. Podcasters that are successful in this format have a strong sense of entertainment value and outstanding research abilities.

3-5- Roundtable Podcasts

Panel shows, sometimes known as roundtable podcasts, have a regular or rotating cast of hosts who offer analysis and discussion on particular subjects. Each show is typically MC'd by a main host, with co-hosts playing specialized roles. Some co-hosts, for instance, might offer more humorous comments, while others might offer in-depth knowledge. Panel shows frequently aim to give viewers the impression that they are a part of an exclusive club. For example, regular listeners are more likely to notice inside jokes and peculiarities in the host's personality than someone coming in for the first time.

Roundtable podcasts distribute the workload among several individuals, hence reducing the stress experienced by a single person. For instance, co-hosts and a variety of guests from the entertainment world frequently join the former late-night anchor on Conan O'Brien Needs a Friend, his podcast.

3-6-Theatrical Podcasts

For many years, the fiction podcast, also known as the narrative podcast, has been increasingly popular. A single host tells a story in certain theatrical podcasts in a style reminiscent of audiobooks. To provide more immersive experiences, other podcasts in this format make use of a full cast of voice actors and sound engineers.

Podcast broadcasters aim to delight their audience by creating fictional worlds in this format. To maintain listeners' interest, it requires a certain amount of imagination and expertise. Our format takes a lot of work, even if it doesn't require as much research as some of the others on our list. That also indicates that there is a lot of competition. These podcasts compete not just with one another but also with other entertainment mediums such as audio books, TV series, and motion pictures.

3-7-Repurposed Content Podcasts

At Braffton, we love repurposing content. Repurposing content has a number of advantages, including increasing audience engagement and meeting various demands at different stages of the sales funnel. Furthermore, content repurposing might provide you the breathing room you need to produce novel, engaging content.

3-8- Hybrid Podcasts

A very versatile media is podcasts. To develop your own style, you can combine and contrast the fundamental formats in this list. For instance, a podcaster with in-depth knowledge of a certain topic might occasionally interview guests and host a monologue-style podcast. The main host of a panel program may also divide each episode into pieces and include time for a monologue.

The Daily podcast from The New York Times is an excellent illustration of a hybrid program. Each episode, which is hosted by Michael Barbaro and Sabrina Tavernise, has interviews and monologues from some of the top journalists in the world.

Alternatively, you may devise a podcast format that is entirely unique to anything else on this list! When compared to launching a TV show or radio program, the entry barrier is rather low. You may even use free hosting services to remotely record podcasts, create episodes, and upload them to popular networks all from the comfort of your Smartphone.

4-The Difference between Podcast and Broadcast

Because podcasts and broadcasts have different pronunciations, many people think that they are the same concept. Broadcasts are audio transmissions via terrestrial radio (AM/FM) and the internet that feature conversation shows on a variety of themes. The programs given in the broadcasts are live-controlled in the studio. The interaction is the distinguishing feature of

people listening in real time. According to Jamie (2013), studio controllers need listeners to listen to a specific program at a predetermined time.

Podcasts are audio or video files accessible on Google Play, iTunes, or websites that can be downloaded to a computer or portable device. People can download these files whenever they wish, unlike broadcasts (Jamie, 2013). The distinction between broadcasts and podcasts is that broadcasts are live shows, but podcasts are not.

According to Kendall Breitman (n.d) there are other differences between podcasts and broadcasts lie in their format, scheduling, target audience, pre-recording capabilities, regulations, and lifespan:

4-1- Format

Podcasts are pre-recorded, downloadable digital files that target certain niches, whereas broadcasts are video or audio material transferred to a wide audience via electronic communication media.

4-2-Schedule

podcasts have no predetermined schedule, broadcasts do, and this can be restricted. Podcasts target specialized niche markets. On the other hand, broadcasts are designed to appeal to a large audience and hence cover a wide range of themes.

4-3-Target Audience

Podcasts cater to a certain niche market. Since broadcasts are designed to appeal to a large audience and hence cover a wide range of themes.

4-4-Pre-recording

Podcasts are pre-recorded and may be edited before publication. While broadcasts are live making errors hard to edit out.

4-5 -Regulations

Podcasts are unregulated. Broadcasting, on the other hand, is subject to several laws because it is a national program.

4-6- Life Span

Podcasts have a long life period and may be discovered online for a long time, whereas broadcasts have a limited life span that can be extended by posting on blogs or websites.

Podcast vs Broadcast

Comparison Table

Characteristics	Podcast	Broadcast
Definition	Are pre-recorded downloadable digital files that focus on a specific niche	Are transmissions of video or audio content via electronic communication mediums to a dispersed audience
Schedule	Follow no specific schedule	Has a set schedule that should be followed which can be quite limiting
Target niche	Target a specific niche market	Target a mass audience hence covers a wide range of topics for mass appeal
Pre-recording	Are pre-recorded and can be edited before publishing	Are live hence making it impossible to edit errors
Regulations	Are unregulated	Requires many regulations as they are national programs
Life span	Has a long life span and can be found online for a long time	Has a short life span which can be extended by posting on blogs or websites

Figure 1 -The Differences Between Podcasts and Broadcasts (Tabitha Njogo December 24, 2019)

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Tabitha Njogu, offers a comprehensive comparison between podcasts and broadcasts, covering various aspects such as format, scheduling, target audience, pre-recording capabilities, regulations, and lifespan. Additionally, the article provides definitions, examples, and contexts for both podcasts and broadcasts, highlighting their unique characteristics and applications. This information is supplemented by the detailed explanations and example

5-How to create a podcast

Here is a step-by-step tutorial on making a podcast:

5-1-Select a Podcast Topic

Choose a precise topic or specialization for your podcast that you can cover in multiple episodes while being specialized enough to appeal to a specific audience.

5-2- Choose a co-host (optional)

If you want to split hosting and discussion tasks on your podcast, think about having a co-host. onal): If you want to split hosting and discussion tasks on your podcast, think about having a co-host.

5-3-Design your Podcast

Before you begin, take the time to design your podcast format, content, and structure. This stage is critical for building the basis of your podcast. **Select Equipment:** Select the necessary equipment for recording your podcast, such as microphones, headphones, and recording software. Record and edit your podcast episodes with your chosen equipment to ensure high-quality audio and content.

5-4-Create Cover Art

Create eye-catching cover art for your podcast that reflects your brand and attracts potential listeners.

5-5-Choose Intro and outro Music

Use music to boost branding and provide a professional touch to your episodes' introductions and endings.

5-6-Select Podcast Hosting Service

Choose a reputable podcast hosting service to store and distribute your episodes across several platforms, such as Apple Podcasts, Spotify, and more.

5-7-Submit to the Podcast Directory

Publish your podcast on major directories such as Apple Podcasts and Spotify by submitting the RSS feed provided by your hosting service.

5-8-Promote your podcast

Use social media sharing capabilities, teaser videos, and marketing methods to promote your podcast and attract listeners.

6-Characteristics of podcast

Ginni Saraswati (n.d), discussed the qualities of a good podcast, emphasizing three essential components: intentionality, cadence, and thoughtfulness of content. Furthermore, the sources from G2, Lower Street, and Melbourne School of Design also covered a number of crucial elements of effective podcasts, including concentrating on a core idea, catering to an audience, maintaining regular schedules, show structures, authenticity, forging a sincere bond with listeners, producing instructive, motivational, and enjoyable content, and sustainability in terms of recording and releasing content over time.

6-1-Intentionality

Successful podcasts are created with a specific aim and emphasis. Before establishing a podcast, you must first determine whether it is intended to entertain, educate, inform, or connect with a specific audience.

6-2-Cadence

Maintaining a consistent cadence of podcast episodes is critical for developing trust with listeners. Creating a consistent timetable for episode release helps to sustain audience

6-3-Thoughtfulness of Content

Good podcasts have intelligent and compelling content that resonates with the audience. Being present, listening to guests, and developing meaningful interactions that engage listeners are all examples of thoughtful content development practices.

6-4-Podcast Community

Successful podcasts build communities in which listeners may connect with one another, fostering a sense of belonging and common interests in the audience. Creating a community around a podcast increases engagement and boosts word-of-mouth sharing.

6-5-focused niche

It is critical for the success of a podcast since it identifies the exact topic or theme around which the podcast is based. Narrowing down a niche helps to attract a focused audience that is interested in that specific topic area.

6-6-High-Quality Equipment

Using high-quality recording and editing equipment is critical for creating podcasts with clear sound, few faults, and smooth transitions. Investing in good equipment guarantees that the audience receives a professional and entertaining listening experience. may connect with one another, fostering a sense of belonging and common interests in the audience. Creating a community around a podcast increases engagement and boosts word-of-mouth sharing.

6-7- Authenticity

it is essential in podcasting because hosts must be truly interested and enthusiastic about the issues they cover. Authenticity strikes a chord with listeners, fostering a sense of connection and trust in the audience.

6-8-Effective marketing

it is essential for promoting podcasts and gaining listeners. Effective marketing methods, such as social media promotion, collaborations, and targeted advertising, can boost exposure and audience engagement. By incorporating these traits into podcast creation and production, podcasters can improve the quality, appeal, and effect of their podcasts, building a loyal following and gaining success in the podcasting world.

7-The effect of Podcast on EFL Learning

The effect of podcasts on English as a Foreign Language (EFL) learning can vary depending on various factors such as the content of the podcasts, the learning context, and the individual learner's characteristics. However, research and anecdotal evidence suggest several potential benefits:

7-1-Listening Comprehension

Podcasts provide learners with authentic audio materials, which can improve listening comprehension skills. Exposure to natural speech patterns, accents, and vocabulary used in real-life contexts can enhance learners' ability to understand spoken English.

7-2-Vocabulary Acquisition

Podcasts often cover a wide range of topics, exposing learners to diverse vocabulary and expressions. Regular exposure to new words and phrases in context can facilitate vocabulary acquisition and retention.

7-3-Speaking Skills

Listening to podcasts can also improve speaking skills by providing models of fluent speech. Learners may mimic pronunciation, intonation, and speaking styles heard in podcasts, leading to more natural and fluent communication.

7-4-Content-Based Learning

Podcasts offer opportunities for content-based language learning, where learners engage with topics of interest while simultaneously developing language skills. By listening to podcasts on subjects relevant to their interests or studies, learners can improve both language proficiency and subject knowledge.

7-5-Flexibility and Convenience

Podcasts are accessible anytime, anywhere, making them convenient for self-directed learning. Learners can listen to podcasts during commutes, while exercising, or during other activities, allowing for flexible and personalized learning experiences.

7-6-Cultural Awareness

Podcasts provide insights into English-speaking cultures, including customs, traditions, and perspectives. Exposure to cultural content through podcasts can enhance learners' cultural awareness and intercultural competence.

7-7-Motivation

Engaging and relevant podcast content can increase learner motivation and engagement with English learning. Podcasts offer a dynamic and enjoyable way to interact with the language, fostering a positive learning experience.

Overall, while podcasts can offer significant benefits for EFL learners, their effectiveness depends on how they are integrated into the language learning curriculum and the extent to which learners actively engage with and reflect on the content.

8-The Effect of EFL Teaching Tools

Traditional and modern education differs primarily in their use of technology. Integration has improved language instruction by providing instructors with the tools to provide more effective lessons the content materials. Many teachers use podcasts to teach. According to Bharti (2014), podcasts can act as instructional tools.

- 1- It enables teachers to provide high-quality research information and classes for kids in need.
- 2- Teachers can record podcasts and share them with students as learning materials.
- 3- Teachers can record podcasts and provide feedback.
- 4-The availability of several podcast versions allows the teacher to deliver the appropriate type to the students based on their learning level.
- 5- Teachers use podcasts to help students acquire abilities such as communication, problem-solving, research, and vocabulary.

9-The Effect of EFL Learning

"Technology has revolutionized the field of education" (Oak, 2012, p.1). Its significance cannot be overstated, as it made it easier for professors to convey knowledge and for pupils to learn it. Podcasts are a popular technological tool for language teaching and learning, with documented positive results (Gray, 2013). Podcasts in education allow you to easily communicate and receive multimedia content via audio or video. The easy use of such technology in schools engages students and improves their learning strategies. Podcasts'

flexibility makes language learning easier. Gray (2013) argues that the ease of access to diverse learning resources facilitates flexible learning.

Listening is a preferred method of learning for today's learners due to its ease and effectiveness. Gray (2013) pointed out that "perhaps one of the greatest pedagogic characteristics offered by educational podcasting is the chance to learn through listening.". Furthermore, podcasts are equally effective in situations where visual impairment makes traditional learning methods impossible, emphasizing the importance of listening. Furthermore, the use of podcasts to improve language skills is respected. Listening is one of the most important abilities in language learning, can be strengthened by introducing learners to various types of podcasts. For the advantage of second language learners, it provides a real-time listening source. The podcasts' unique rhythms, intonation patterns, and sounds will help learners become familiar with the sounds of the target language (Constantine, 2007). Podcasts are one of the many technological instruments used in education that positively impact language learning and teaching, as well as the development of language abilities.

Conclusion

This chapter provides evidence that podcasts have the potential to improve learners' abilities, broaden their knowledge, and speed up language acquisition as an e-learning tool. Additionally, it has an impact on the teaching process, which facilitates teachers' ability to present the information and support students in meeting learning objectives. The use of an e-tool like this fosters a fresh, happy learning environment that is different from traditional classroom settings, which increases students' motivation and interest in learning a language

Chapter two

Listening skills

Introduction

Language is an activity of four fundamental kinds of uses namely writing, listening, speaking and reading (Jibowo ,2005). Among these, listening is one of the important skills. As cited by (Nunan, 1997, p. 47), Listening has long been considered “the Cinderella skill in second language learning”. This chapter aims at presenting the nature of listening, the definitions from distinct perspectives, its different components and types. After covering the basic meanings related to listening, the chapter moves to discuss approaches to teaching listening and the stages they typically go through. It also casts light on the importance of such a skill in language teaching and learning, the strategies adopted by a good listener, some assumptions and principles in teaching listening, and the possible anticipated problems learners encounter or that hinder listening comprehension.

1-The Nature of Listening

Many researchers have defined and explained listening from various perspectives. According to the Oxford Dictionary (1993, p.206) “Listening is a complex, problem solving skill, and it’s more than just perception of sound. Listening includes comprehension of meaning, bearing words, phrases, clauses, sentences, and connected discourse”. Listening is usually a hard or difficult task to master in one’s own language. Listening can be also defined as simply the ability or the capacity to understand language, which is used by native speakers. Simply put, listening is the skill or capability to comprehend language as it is used by native speakers. Mendelssohn provided this definition, defining hearing as "the ability to understand the spoken language of native speakers." (1984, page 64). "Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to

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fulfill the task requirements," according to a different definition put forth by O'Malley et al. (1989, p 434).

It is possible to conclude that this definition is broad and covers a number of different facets or components of the listening comprehension process. It also incorporates the notion of a deliberate and active process. This indicates that the listener is engaged, alert, and cognizant of what he is hearing. In addition, he employs a variety of techniques to construct expectations and forecasts based on contextual and global knowledge. Schema, however, appears to be missing from the mix.

According to Byrnes, "Schema-based understanding, i.e., information stored in long-term memory as frames or scripts which directs the comprehension process." (1984,p 319). We shall briefly discuss listening comprehension schema theory in order to comprehend what schema means. Rumelhart, for instance, gives a clear exposition of this theory in this way: "A schema theory is essentially a theory about knowledge. It is a theory concerning the representation of knowledge and how that representation helps people use that knowledge in specific ways. Schema theories hold that knowledge is organized into units. The schemata are these units". (1980,p.34). Schank and Abelson define schemata as "predetermined stereotyped sequences of actions that define well-known situations," which is essentially the same definition. (1977, p.37).

Chiang and Dunkel offer an additional precise explanation of the schema. The fundamental idea of schema theory, according to them, is that spoken or written discourse does not automatically convey meaning. Instead, meaning emerges from the relationship between the preexisting knowledge of the reader or listener regarding the text or speech and the outside world. (1992, p350). A further definition of listening has been put out by Lynch and Mendelsohn, who state that it entails using our relevant past knowledge and the environment in which we are listening to make meaning of spoken language, which is typically accompanied

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by other sounds and visual data. (2002, p 193). Thus, based on those definitions, we can state that exposure to a second language (L2) or foreign language (FL) is necessary for listening comprehension, but comprehension is dependent on a number of variables, including schemata and active processing. Put differently, listening comprehension requires the use of discourse knowledge, contextual cues, and world information.

2- The Importance of Listening

Increased focus and quick understanding are necessary for listening comprehension. There are numerous aspects that require particular attention when listening. According to Ziane (2011), listeners can enhance their comprehension of speakers' messages by paying close attention to context, facial expressions, and body language.

Rost (1994) and Ziane (2011) assert that listening comprehension is critical to learning since it is a process that allows us to take in information. Without it, learning cannot occur. Speaking is greatly influenced by listening, according to Doff (1995) and Ziane (2011). In other words, improving our listening skills is a prerequisite for improving our speaking abilities. An English learner who is proficient in hearing will find it easier to study, watch movies, and listen to the radio and converse with foreigners. To acquire this skill, learners should be exposed to and practice English a lot. There is a connection between language learning and language hearing. When comparing two learners, one is residing in a nation where the first language is the target language. Living in a nation where English is exclusively spoken in academic settings, and the other is a linguistic barrier. The first learner is able to pick up English more quickly, efficiently, and readily than the second. As a result, students require as much exposure to the English language as feasible.

Hedge (2000) asserts that listening plays a significant role in daily life and that during communication, people spend nine percent of their time writing, sixteen percent reading, thirty percent speaking, and forty-five percent listening. This illustrates the importance of listening in

the communication process. Lundsteen (1979) stated as much. The first skill to come into play is listening. He went on to say that kids listen before they talk. According to Hedge (2000), people in today's society prefer to switch from printed to auditory media. Consequently, it is impossible to downplay the importance of listening. He underlined how crucial listening is in English language classes.

3- Listening versus Hearing

Listening and hearing are two different processes. To start with, the "physiological process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain" (p. 1) is what Downs (2008) defines as hearing. The ability to hear is an innate ability; people can choose to receive the various noises that surround them with or without their agreement (Karen, 2015).

Contrarily, listening necessitates more work than hearing since it involves focusing on a single sound. In addition, listening requires consciousness, or "listening with the intention of understanding the other person," as stated by Karen (2015).

Saha clarified that although hearing and listening are related, hearing merely entails the passive perception of sounds, but listening is an active activity that involves sound analysis. (As cited in Potosi, Loaiza, Garcia & Catalina, 2009. p. 9). More precisely, Saha and Talukdar (2008) noted that listening involves both hearing and simultaneously comprehending what we hear since it involves an active and instantaneous examination of the streams of sounds.

In the same vein, Tarigan and Sutari contended that listening necessitates complete focus, comprehension, appreciation, and interpretation in order to understand the information, message, or communicative meaning that has been conveyed by the speaker, whereas hearing is the act of unintentionally picking up words or sentences. Richard and Rubin made the observation that hearing involves more than just understanding what speakers are saying; it also

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entails comprehending the visual component of listening comprehension tasks. (As stated on page 64 in Arono, 2014) Said another way, listening is "taking in information from speakers, other people, or ourselves" and requires a more complex mental process than hearing. (Page 3 of Burley-Allen 1995).

The following table shows how Surbhi (2016) categorized the primary distinctions between hearing and listening in terms of their unique characteristics, what they involve, meaning, level, act, process, use of senses, reason, and attention.

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

Table 1-The Difference Between Hearing and Listening (Surbhi, 2016)

4-Types of Listening

Different types of listening are needed in different situations. We can listen to learn, build a relationship, gain appreciation for something, discriminate, or conduct a critical evaluation. While some skills are fundamental to all types of listening (receiving, attending, and understanding), each type calls for a unique set of abilities.

4-1- Informative Listening

We refer to the situation where the listener's main goal is to understand the message as informative listening. Insofar as the listeners can understand the meaning. They try to give messages that are closest to the original sender's intentions. In every aspect of our life, we engage in informative listening, also known as listening to comprehend. Our ability to learn is mostly derived from attentive listening. For instance, our ability to learn is influenced by how effectively we listen when lecturers give lectures or give directions. We listen in the workplace to learn new procedures or practices, and our ability to listen effectively affects how well we perform. We hear speeches, briefings, reports, and directions; if we don't listen well, we won't have the knowledge.

Three essential factors are associated with informative listening

4-1-1- Vocabulary

Although the exact correlation between vocabulary and listening has never been established, it is obvious that expanding your vocabulary will improve your comprehension abilities. Furthermore, you can always expand your vocabulary at any time. You can increase your vocabulary by taking a sincere interest in words and language, deliberately trying to learn new terms, and dissecting foreign words into their constituent pieces.

Being aware of the context in which words are used is another good way to expand your vocabulary. Occasionally, an unfamiliar word is used to summarize a situation or quality: He

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passed for over 200 yards, ran for 50 more, and his three punts averaged over 45 yards; he turned in a stellar performance. Other times, an unfamiliar word is used with synonyms: Her charming, attractive personality won us over.

4-1-2-Concentration

It is hard to focus. You can probably recall instances in which you were not paying attention to what someone was saying to you, as well as instances in which you were not paying attention to what someone else was saying.

There are numerous explanations for why listeners are not focused. Listeners occasionally attempt to split their focus between two distracting stimuli. Other times, the audience's attention is diverted from the speaker by something else. Occasionally, listeners are too self-absorbed or preoccupied with meeting their own demands to focus on the message being conveyed. Or maybe they're not interested, energetic, or curious enough. Simply put, a lot of people are not taught how to focus when they are listening. Some simply lack the self-discipline and determination to take ownership of their attentive listening. Self-control, drive, and responsibility acceptance are necessary for concentration.

4-1-3-Memory

Since memory is necessary for information processing, memory plays a particularly important role in informative listening. More precisely, there are three ways that memory enhances your informative listening.

a. It enables you to recollect experiences and knowledge required for you to survive in the outside world. Put differently, you would not have a knowledge bank if you did not have memory.

b. It sets expectations for what you are about to experience. Without your recall of

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your prior experiences, you would not be able to react to unfamiliar events, drive in heavy traffic, or make everyday decisions.

c. It enables you to comprehend what people are saying. You could not converse with anyone else if you could not even recall the definitions of terms. You could not comprehend the message if you could not recall thoughts and ideas.

4-2-Relationship Listening

Relationship listening is to either support an individual or strengthen interpersonal bonds. A unique kind of interpersonal listening is therapeutic listening. Situations where counselors, doctors, or other experts let a disturbed individual talk through a problem are brought to mind by therapeutic listening. However, you can also use it when you listen to friends or acquaintances and give them space to "vent." The focus of relationship listening is on understanding the other person, even though it also calls for informational listening. Effective relationship listening requires three behaviors: supporting, empathizing, and attending.

4-2-1- Attending

The significance of "attending" or "paying attention" in conduct has received a lot of attention. Attending behaviors in relationship listening show that the listener is paying attention to the speaker. Relationship listening relies heavily on nonverbal cues, or how you behave to show whether or not you are paying attention to the speaker!

One of the most crucial attending behaviors is making eye contact. A distinct message is conveyed by appropriately and comfortably looking directly at the speaker as opposed to frequently shifting your gaze, glaring, or scanning the room. The way one positions their body conveys acceptance or rejection. Leaning in the direction of the speaker indicates interest, while leaning away indicates disinterest.

4-2-2- Supporting

Many answers, such as cutting the speaker off, shifting the topic, focusing the conversation on yourself, and exhibiting a lack of regard for the other person, have a detrimental or unsupportive effect. Other actions that will damage the relationship include offering advice, trying to control the conversation, or making it clear that you think you're better than the other person.

Silence is sometimes the best course of action. Instead of a "resounding board," the speaker might require a "sounding board." In relationships, wise listeners know when to speak and when to be quiet. They also tend to listen more than they speak. Supportive listeners have three traits: belief, which is expressing trust in the other person's capacity; discretion, which is being cautious about what they say and do; and patience, which is being prepared to allow others the time they need to express themselves adequately.

4-2-3- Empathizing

It differs from sympathy, which is an emotion for or for another person. It is not the same as indifference, which is a lack of emotion. Thinking and feeling like another person is empathy. A compassionate and understanding listener can enter the other person's world and experience what they see, hear, and feel.

A longer lifespan and greater experience increase a person's likelihood of being a good empathic listener. Someone who has never gone through a divorce, lost a job, gone bankrupt, or suffered any of these life events may find it harder to relate to others who have gone through these experiences.

Being an empathic relationship listener entails risk. Being involved is necessary to be an excellent empathic listener, and sometimes that involves learning more than you really want to know. However, without empathy, leaders cannot effectively lead, managers cannot oversee,

and people cannot relate to one another. "I feel sorry for the man who cannot feel the stripes upon the back of another," is a quote attributed to Abraham Lincoln. It is true that those who are unable to feel for another person find it difficult to comprehend them.

4-3- Appreciative Listening

Listening to music for enjoyment, speakers you like the way they sound, and movies, TV shows, radio shows, and theatrical plays are all examples of appreciative listening. Appreciative listening is defined by the listener's response rather than the message's origin. Something that offers one person attentive listening might also provide something different to another. Hard rock music, for instance, is not something I listen to with appreciation. Music like church, country, jazz, or the "golden oldies" is what I would prefer to listen to.

The quality of appreciative listening depends in large part on three factors: presentation, perception, and previous experience.

4-3-1-Presentation

A presentation consists of numerous elements, such as the media, the environment, the presenter's style, and personality, to mention a few. Our enjoyment or dislike of a presentation might often be influenced more by our interpretation of it than by the actual content. In order to practice appreciative listening, perception is crucial.

4-3-2-Perception

Perception is greatly influenced by expectations. I might be pleasantly pleased if I go to a performance under stress without expecting to love the music (maybe because my wife makes me go, or because it is the right thing to do). However, if I go into the concert expecting to enjoy it, my chances of doing so are much higher.

Our perceptions affect every aspect of our existence. They undoubtedly have a significant role in determining whether or not we find the content we listen to enjoyable. It goes without

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saying that perceptions also influence what we initially choose to listen to. Listening is selective, as we have previously stated.

4-3-3-Previous Experience

Our enjoyment of something depends on our prior experiences. Sometimes we like to listen to things because we are knowledgeable about them. However, there are instances when our sensitivity to flaws makes it impossible for us to enjoy a presentation due to our knowledge or prior experience. Appreciative listening heavily relies on prior experience. The sounds of traffic in big cities are enjoyable to many. Perhaps they had a happy childhood growing up in a big metropolis. Some of the sounds that may bring back happy memories for them are sirens piercing the sky, horns honking, and the sound of motors roaring to life. They are grateful to hear these noises.

4-4-Critical Listening

Critical listening skills are crucial in a democratic setting. There is almost somewhere you can go where critical listening is not valued, including the workplace, the community, service groups, houses of worship, and families. We must prioritize critical listening and the accompanying thinking in order to effectively respond to politicians, the media, salespeople, proponents of policies and processes, as well as our own financial, emotional, intellectual, physical, and spiritual demands.

We cannot afford to give the topic of critical listening nearly the attention it merits at this time. However, there are three considerations. The Rhetoric, written more than 2,000 years ago by the Greek rhetorician Aristotle, highlighted these three points. They are pathos, or psychological appeals; logos, or logical arguments; and ethos, or speaker credibility.

4-5-Discriminative Listening

Discriminative listening is the last type of listening. Given that it is fundamental to the other four, it might be the most significant category. The informed listener is able to discern even minute differences in meaning because of their heightened sensitivity to variations in the speaker's rate, loudness, force, pitch, and emphasis.

Although discriminative listening cuts across the other four types of listening, there are three things to consider about this type of listening.

4-5-1-Hearing ability

Individuals with poor hearing will find it more difficult to distinguish between different noises. This issue frequently arises at certain pitches or frequencies more than others. A person might, for instance, be less able to distinguish between the sound of a bass voice and a higher pitched one.

4-5-2-Awareness of sound structure

When it comes to identifying vowel and consonant sounds that may or may not occur at the start, middle, or end of words, native speakers become highly skilled. Since English words do not start with "sb," a listener might hear "this sandal" when the speaker meant "this handle." However, they would not confuse "this bean" for "this sbean." Paying attention to the language's sound structure will help you become a more skilled discriminator in listening. If someone were to listen closely to the sound structure of a sentence, they would quickly pick up on the difference between "I drank it first" and "I'd rank it first." When the listener realized there were two interpretations, they would ask for more information.

4-5-3-Integration of nonverbal cues

Effective discriminative listening is the one situation where paying attention to these elements is crucial. True emotions are not usually expressed through words. The secret to

deciphering the genuine or intended meaning may lie in the way things are expressed or the speaker behaves.

Effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skill. In some cases, the skills are the same for the various types of listening; in some cases, they are quite different. The next chapter will give you guidelines for better listening. It will also tell you which skills are especially critical for each type of listening.

5- Listening Process

Various hypotheses are offered regarding the possible methods by which listeners may process auditory information. These approaches are sometimes referred to as interactive, top-down, and bottom-up processing.

5-1-Bottom-up processing

It was the initial listening model that was created in the 1940s and 1950s. According to this theory, the smallest units of the auditory communication are the individual sounds, or phonemes, which are then joined to form words, phrases, clauses, and sentences, which are then combined to generate concepts and ideas. A message is encoded by the sender, sent over the communication channel as a signal, and decoded by the recipient. It is possible to communicate without mentioning the speaker, listener, or larger context. (Page 24 of Flowerdew & Miller, 2005)

Nunan (2002) similarly characterizes this view of how listening occurs as a sequential process of decoding the sounds we hear, from which meaning is ultimately obtained. The sounds are broken down into their smallest meaningful units, or phonemes, to create complete texts. Phonemic units are then broken down and combined to create words, which are then combined to create phrases, which are then combined to create utterances, which are then combined to create full, meaningful texts. Page 239 However, bottom-up processing is linked to how a listener makes meaning of the continuous stream of connected speech, including

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sounds, word boundaries, linked elements, reduced forms, and patterns of stress and intonation, according to Field (2008), Luch and Mendelsohn (2010), and Rost (2011). (As cited in Burns & Siegel, 2018, p. 4)

5-2- Top-down processing

Top-down processing is referred to as a construction process, in which the listener actively constructs, or reconstructs, the original meaning of the speaker by using pre-existing knowledge of the context or situation (e.g., speaker(s) and their relationship to the situation, each other, and previous events), or by using incoming sounds as cues.

According to Buck (2001), listening comprehension that relies on the top-down approach is an inferential process that is carried out by having students summarize the main points of the exchanges they hear. As well as familiarity with the way language is constructed in various discourse genres, this process "refers to global or contextual knowledge and to previous experiences that enable a listener to infer the overall messages and meanings of incoming speech." (Page 4 of Burns & Siegel, 2018) Additionally, according to Newton (2008, p.40), "the listeners use parts of the message to confirm, correct, or add to this, and use what they know about the context of communication to predict what the message will contain."

When processing information top-down, the listener uses schemata to interpret specifics after starting at the top, or general meaning. As a result, this process entails expectations and forecasts. (Page 78, Hasan, 2014)

5-3- Interactive processing

To address each method's shortcomings and provide an explanation of listening comprehension, interactive processing integrates top-down and bottom-up processing. Understanding and interpretation become simple when background knowledge, contextual information, and language information are processed complexly and simultaneously. When the

listener recognizes the content of the material, he or she will use prior knowledge to generate predictions that the new information will confirm. According to Gilakji and Ahmadi (2011)

6-The difficulties of listening

It is common knowledge that many features of speech are more or less obvious to L2 learners, making listening comprehension challenging for them. While some of these features are less teachable, others are explicit and their level of difficulty is evident. They surely complicate matters and make it difficult for L2 listeners to execute their jobs. L2 listeners are not as fortunate as L1 listeners, who are continuously exposed to their mother tongue. We now turn our attention to a few of the challenges that make L2 listening challenging.

6-1-Fast Speech

Pronunciation instruction helps improve listening comprehension because the two abilities are connected. This indicates that speaking and hearing are complementary components of the same English communication system, and we cannot separate speaking from listening or speaking from listening. "Of course the student must be capable of understanding native pronunciation under normal circumstances of production and does not require of his interlocutors a special style for his personal use," says Bowen in discussing this issue, emphasizing how crucial it is for learners to make this effort because it is detrimental to comprehension. (1972, 85)

L2 listeners should be trained to become accustomed to rapid speech that has all the components of connected communication, as they are better prepared when exposed to actual speech. Morley brings up this point in his writing: "Listening activities with a focus on specialized speech can aid students in honing their discriminative listening abilities. Prosodic and vocal characteristics, such as the quick speech phenomenon present in real speech patterns, require attention. (1999,p505). Therefore, the listener should focus on speech delivery since it's

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a crucial component of listening comprehension. If the listener gets good at it, it can be easier for him to understand every word being said in the discussion or other material he's listening to.

6-2- Stress and rhythm

The pattern of stressed and unstressed syllables within a word is referred to as word stress. Three general levels of stress exist, which are known as strong, moderate, and weak. Roach (1991) the numerous stressed components found in every sentence are referred to as sentence stress. Therefore, the English language has a rhythm that is created by the combination of phrase and word stress. The regular, predictable beat of stressed and unstressed syllables is referred to as rhythm.

In terms of rhythm, stressed and unstressed syllables are connected. It is said that one of the languages that leans toward a stress-timed rhythm is standard English. "In stress-timed languages like English, the unstressed word tends to be spoken more quickly between the stressed words, in order to maintain the overall rhythm," state Flowerdew and Miller. (32) This implies that time will remain constant regardless of the quantity of unstressed syllables that occur between stressed ones. Unfortunately, once more, unless they are shown all these features, it is difficult for L2 listeners to predict in that way.

6-3- Intonation

For speakers of different languages, intonation is crucial since it can convey a variety of meanings. But they will have a hard time comprehending native speakers if their original tongue does not have the same range (music). Kelly (2000) emphasizes this point by stating that "Speakers who are unaware of the intonation of the other person's mother tongue can also misunderstand one another." Kelly (2000) said. The same sentence takes on a different meaning

when the intonation pattern is altered. It is dependent upon which syllable is primary (i.e., receives the primary stress).

7- Stages of Listening

Listening is an active process by which we make sense of, assess, and respond to what we hear. An effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what's been said, and respond (either verbally or nonverbally) to information they've received. According to Rebekah Bennetch;Corey Owen; and Zachary Keesey (2021),the listening process involves five stages: receiving, understanding, evaluating, remembering, and responding.

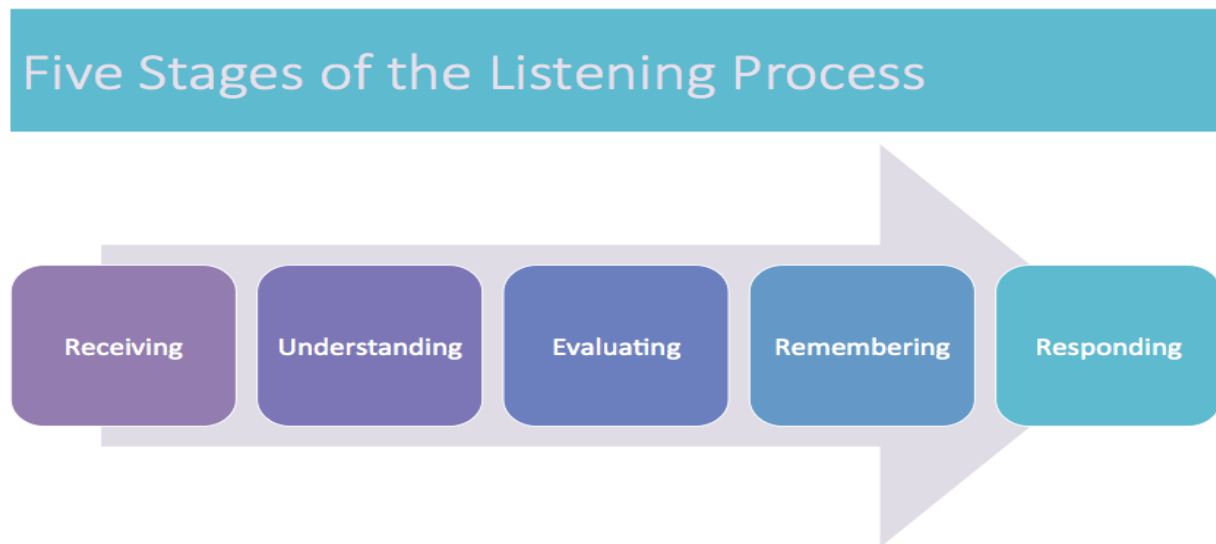


Figure02- Stages of Listening Process (Rebekah Bennetch;Corey Owen; and Zachary Keesey (2021)

Active listening

Active listening is special communication techniques, which involves the listener not only providing the speaker with feedback but restates or rephrases the speaker's words in his/her own lines. The purpose of this repetition is to verify that the listener has heard correctly and to ensure that both parties understand. By fully listening to what the other person is saying, the listener can demonstrate that he/she genuinely cares. As a result, nothing is taken for granted

or considered to be reasonably apparent. Active listening is most often used in personal relationships to minimize misunderstanding and conflict, spread goodwill, and create true intimacy. A listener may apply a number of levels of active listening when speaking with a particular speaker. This active listening chart shows three main degrees of listening: repeating, paraphrasing, and reflecting.

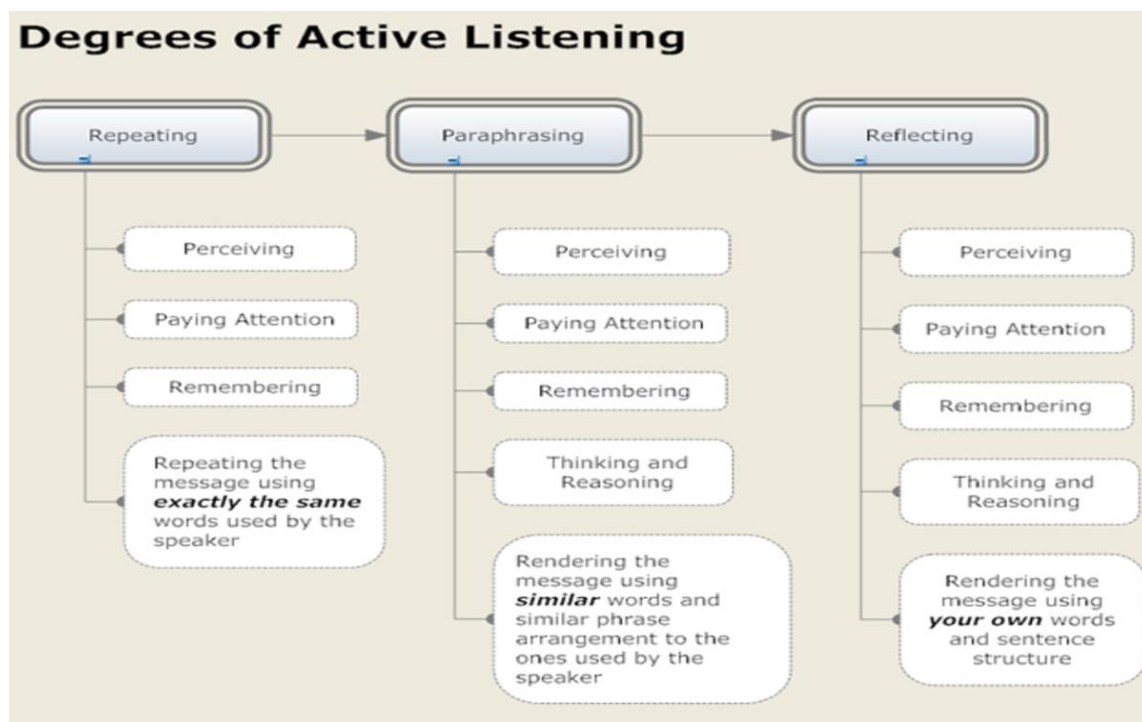


Figure03- Degree of Active Listening

7-1-The receiving stage

Hearing and attending are the activities that comprise the receiving stage of the listening process. The physiological process of recording sound waves as they strike the eardrum is known as hearing. As simple as it may sound, our ability to physically hear what we're listening to is a prerequisite for using listening as an efficient information gathering tool.

The other half of the receiving stage in the listening process is attending, which is paired with hearing. Accurately recognizing and interpreting certain sounds we hear as words is the

The Influence of podcasts Instruction on EFL learners Listening Skills

process of attending. Until we assign meaning to sounds in context, they remain meaningless to us.

7-2-The understanding stage

The understanding stage is the second phase of hearing. The first stage of listening is understanding, or comprehension, which happens when the speaker and the listener share a meaning-making experience. At this point, the audience interprets the meanings and context of the words they hear. Understanding sentences and, consequently, a speaker's message depends on both interpreting the context and meaning of individual words as well as a language's ability to give meaning.

Following comprehension of the speaker's primary argument, the listener can start organizing the remaining material and determining its proper place in their mental sketch. For instance, a political contender hears what her rival has to say in order to determine the policies that rival believes in. It can be challenging to concentrate on what the speaker is saying before understanding the message's overall context. Imagine entering a lecture class in the middle of it. The words and sentences you are hearing may make sense to you right away, but you might not grasp the lecturer's arguments or whether what you are hearing at this particular time is the primary point, a side remark, or a digression.

In our daily lives, hearing comprehension plays a major role, especially when it comes to learning the basics. When receiving instructions at work, employees pay attention to their supervisors. Students hear teachers at school in order to pick up new concepts. To decide who will win our vote, we listen to policy speeches made by political candidates. But none of the regular listening we do would provide us with any useful information if we couldn't comprehend what we were hearing.

7-3- The Evaluating Stage

The listener assesses whether the information they heard and comprehended from the speaker was genuine or untrue, substantial or insignificant, well-constructed or unorganized, prejudiced or unbiased, and so on during the evaluation stage. Additionally, they find out how and why the speaker developed and presented the message. The motivations and objectives of the speaker, whether personal or professional, may be taken into account during this process. A listener might, for instance, conclude that a coworker's harsh criticism of another for clogging the copier is factually accurate, but they might also recognize that the coworker's child is ill and that this may be causing them anxiety. A voter who listens to and understands the points made in a political candidate's stump speech can decide whether those points were convincing enough to earn their vote.

When the listener fully comprehends what the speaker is attempting to express, the evaluation step can take place most productively. Although we can and occasionally do make conclusions based on facts and concepts that we may not completely grasp or may even misunderstand, doing so is frequently not the best course of action. A listener can assess a speaker's message more effectively if they have a clear grasp of it and are not distracted by unclear points or waste time or effort discussing non-essential or peripheral topics.

7-4-The remembering stage

The remembering stage of the listening process is when the listeners organize and store the information they have learned from the speaker for later use. The end product, memory, enables the person to store details about events, people, and things in order to recall them later. This procedure takes place both during and following the speaker's speech.

Throughout the listening process, memory is crucial. When listening, we rely on our memory to fill in the spaces and enable us to contextualize what we are hearing right now with previous information. For instance, you would not be able to follow along with a speaker and

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conversations would be difficult if you forgot everything you heard the moment it was spoken. Furthermore, it may be helpful to remember that a friend who starts a conversation about her childhood experience of being attacked by a dog did so because she is afraid of a dog she saw on the sidewalk up ahead.

Utilizing information as soon as it is received improves information retention and slows down the forgetting curve, or the pace at which knowledge fades from memory. On the other hand, passive listening reduces retention because it requires little effort on our part to comprehend what is being said. The same statement may have distinct meanings for the speaker and the listener because everyone remembers things differently. In this regard, it is crucial to build context-based common ground for both speakers and listeners.

7-5-The Responding Stage

During the responding stage of the listening process, the listener responds verbally or nonverbally by using either their short- or long-term memory. A listener can react to what they hear either verbally or nonverbally after reaching the remembering stage. Body language such as nodding, maintaining eye contact, tapping a pen, fidgeting, scratching, cocking the head, smiling, rolling the eyes, grimacing, and other motions can all be considered nonverbal messages. These kinds of reactions might occur unintentionally or on design. In order to make sure that the message being received matches the intended message, one can verbally respond by asking a question, requesting more information, refocusing the conversation, interrupting a speaker, or repeating back to her what the speaker has just said.

The roles of the speaker and listener are maintained when nonverbal cues like nodding or maintaining eye contact are used by the listener to express their degree of interest without disturbing the speaker. The speaker and listener roles are temporarily switched when a listener replies vocally to what they hear and recall, for example, by asking a question or making a comment.

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The act of responding gives the listening process movement when it would otherwise be purely inert. In order to ascertain whether and how their message is being received and/or taken into consideration, speakers frequently watch for both verbal and nonverbal cues from their audience. The speaker has the option to modify her message or carry on depending on the listener's reactions. For instance, if the audience crosses their arms and scowls, the speaker may decide that a softer tone will help them make their argument more effectively. The speaker may sense that the audience is paying attention and that her message is being understood if they are grinning, nodding, or asking questions.

8-Teachers' role in Listening Activities

Teachers have a major responsibility in their classes and they can have a great effect on their students to create a friendly atmosphere. Harmer (1991) and Macháčková (2009) said that there are eight main roles for teachers:

8-1- A teacher as an Organizer

In this role, teachers should explain what their students want to do, give clear instructions, and give useful feedback to their students. Teachers also prepare the listening lesson and give obvious guidance to their learners.

8-2-A Teacher as a Controller

A teacher performs the whole lesson. It is a teacher's duty to arrange what students do, when they should speak, and what language they should use. Teachers also determine what students should do in the listening phases.

8-3- A Teacher as an Evaluator

Teachers evaluate their students and give them feedback on their performance. They should evaluate the level of their students.

8-4-A Teacher as a Resource

In this role, teachers give their students the necessary advice and help them to solve their difficulties, specifically unknown vocabulary or grammatical patterns.

8-5-A Teacher as a Tutor

Teachers act as a coach and a resource and help their learners to develop ideas. Teachers assist their learners in every stage and should help them towards predicting missing information.

8-6-A Teacher as an Investigator

Teachers observe the activities in their lessons and assess their learner's performance. They evaluate the advantages of listening activities.

8-7-A Teacher as a Prompter

Teachers urge their students and give recommendations toward activities that are carried out by their learners. Teachers should support their students during every stage of listening activity so that they can be successful.

8-8-A Teacher as a Participant

Teachers take part in the listening activities and must be aware of leading in these activities. They can improve the classroom atmosphere. They participate in pre and post listening activities like discussions and role plays.

Conclusion

This chapter's material outlined the fundamentals of listening comprehension and discussed its importance in EFL instruction and learning. Since the development of this skill is

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closely linked to the promotion of other language skills, EFL teachers should focus more on helping students improve their listening comprehension by using a variety of instructional strategies and classroom activities that will help the students achieve their learning goals.

Chapter three

*Methodology, Data Analysis
and Interpretation of Results*

Introduction

This chapter aims to outline and describe the data gathered from the teacher's interview and the student's questionnaire. The former was intended for students as a way to measure their interest in using podcasts to improve their listening and learning as well as their difficulties with listening skills. The latter was specifically designed for teachers and aims to find out about their interest in and comfort with using technology more specifically, podcasts in the classroom. This section's key feature is demonstrating how podcasts instructions may influence EFL listening skills.

1-Teachers' Interview

A semi-structured interview conducted for the sake of gathering more data from teachers. The interview was conducted at Zaguez Djeloul middle school, which was intended for first and third year middle school teachers. Three (3) teachers, who have different years of teaching from new, middle and old, were recorded to ask them about their experiences in teaching with podcasts and the students' interaction toward listening to it, in order to get appropriate and meaningful responses. The interview consists of 10 questions; it includes both open-ended and closed-ended questions, which exposed the teachers' experiences toward the use of podcasts instruction additionally to the interaction of the learners using such e-tools in classrooms.

2-The Analysis of the Teachers' Interview

Question 01: How long have you been teaching English?

Teacher 01	Teacher 02	Teacher 03
07 years	15 years	3 years

Table 02- How Long do the Teachers Teaching English

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As we see that the teachers have a different period of teaching from 3 years ago, which is considered as a new teacher, 7 years of teaching and 15 years which is regarded as an enough period of teaching that can help in giving a valid and a satisfactory experience. These differences may help us to get the degree of the influence of using such tools of technology in teaching and learning.

Question 02: Do you use technology to teach English?

Teacher 01	Teacher 02	Teacher 03
Yes, I do sometimes	Yes, most of the time	Yes, not all the time but in some lessons

Table 03- The use of Technology in Teaching

The whole number of the participants- teachers -answered with yes, they do. This means that they are interested in using technology within their lessons. However, the third teacher answered with an additional expression in her answer which is (yes not all time but in some lessons). Her answer was enough to say that technology tools in classrooms are not required for all courses.

Question 03: What kind of technology do you use?

Teacher 01	Teacher 02	teacher 03
Data show, lowed speaker, and I remember I used tablets in my CAPEM	I use my mobile, my computer not all the time, I listen to scripts.	Speakers, phone, pc, data show.

Table 04- Kinds of Technology

Relying on the teachers' responses, they use various types of technology. Teacher one mainly relies on data shows and loud speakers, with a mention of past tablet use during CAPEM sessions. Teacher two prefers using their mobile phone and occasionally their computer, particularly for listening to scripts. Meanwhile, teacher three utilizes a variety of devices,

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including speakers, phone, PC, and data show. Overall, the teachers seem to incorporate technology into their teaching in various ways, with each having their preferences and experiences with different devices.

Question 04: Does technology help in teaching and learning EFL? If yes, how?

	Yes/ no	Justification
Teacher 01	Yes of course it does	I think it makes the teaching process clear simple easy interesting and effective because it fasters students engagements for auditory and visual learners
Teacher 02	Yes, it does	Because when they listen to English for example pronunciation , dialogues or texts they will know how to pronounce , how to speak in English correctly
Teacher 03	Yes	It motivates pupils to learn English

Table 05- *Technology in Teaching and Learning*

The teachers had pointed various examples, which show that technology is a helpful tool for EFL teaching and learning. They provide according to their responses that it aids in producing a new classroom environment for either teachers or learners. It becomes full of

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engagement, motivation, interests and even the learners try to imitate the English speakers in their pronunciation. That is what can grow their curiosity in learning English.

Question 05: Have you ever listened to a podcast? If yes, how long have you been listening to it?

	Yes/no	How long
Teacher 01	yes	In the recent years
Teacher 02	yes	8 years I think
Teacher 03	yes	A year ago

Table 06- *The Period of Listening to Podcasts*

From the responses gathered, it appears that all three teachers have listened to podcasts at some point. Teacher 1 mentioned starting to listen to podcasts in recent years, indicating a relatively new interest. Teacher 2 has been listening for around eight years, suggesting a longer-term engagement with podcast content. Teacher 3, on the other hand, began listening to podcasts approximately a year ago, indicating a more recent adoption compared to teacher two but still relatively new. These responses highlight varying levels of familiarity and experience with podcasts among the teachers, with one being a recent adopter, another having a longer history of engagement, and the third falling somewhere in between.

Question 06: In your opinion, are podcasts helpful and useful tools for learning and teaching English?

Teacher 01	Of course
Teacher 02	Yes, it is
Teacher 03	Sometimes, according to the topic and to the level of the listener.

Table 07- *The use of Podcasts in Teaching and Learning English*

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Most of the teachers are validating podcasts as a helpful and useful tool for learning and teaching English. Depending on the answers of the first two teachers, podcasts are a helpful tool for learning and teaching English. One of the teachers said that it is sometimes helpful or according to the topic and the level of the learner; which means that podcasts are not always understandable for all the learners because the level of English is distinguished from one to another.

Question 07: Can podcasts help learners in improving their skills? How?

	Yes/no	Justification
Teacher 01	Yes, it does	I think podcast allow students to practice their listening comprehension of a complex text in addition to it gives all students a chance to grow
Teacher 02	Yes, it helps	because when learners listen to a native speaker speak in English they will learn from their pronunciation ,their way of speaking , they will learn how to speak how to pronounce words and how to speak fast and even they will be accustomed with words every time they hear.
Teacher 03	Yes, it helps	By gathering new vocabulary / in improving their pronunciation

Table 08- Podcasts and the Improvement of the Learners Skills

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Positive responses from the participants about podcasts, which helps in improving the learners' skills. This inquiry aims to examine in detail how podcasts might aid students in improving their listening abilities. All three teachers agree that podcasts can be helpful for learners in improving their skills. Teacher 1 believes that podcasts help students practice listening to complex texts, which is essential for comprehension, and they provide an opportunity for all students to progress. Teacher 2 emphasizes the benefits of learning pronunciation and speaking skills from native speakers by listening to podcasts. They mention that learners can pick up on pronunciation, speaking style, and even the speed of speech. Teacher 3 focuses on vocabulary acquisition and pronunciation improvement as the key benefits of podcasts for learners. Overall, these responses highlight the various ways in which podcasts can aid learners, including improving listening comprehension, pronunciation, speaking skills, and vocabulary.

Question 08: What are the problems might students run into when they listen to podcasts?

Teacher 01	The most common issues are that they don't recognize the words they already know , quickly forgetting what is heard and neglecting next part while thinking about the meaning
Teacher 02	Just because they are not natives I think they will have problems understanding or grasping some words. They will find difficulties in knowing this word is with d or t because they are going to listen to native speakers and they are not.
Teacher 03	Natives accent, new words , rapidity of the speakers

Table 9- The Students' Problems

According to the participants' feedback and observation on the problems facing the learners while listening to podcasts, the three teachers identify several potential problems that students might encounter when listening to podcasts. Teacher one mentions that students may

The Influence of podcasts Instruction on EFL learners Listening Skills

struggle with recognizing words they already know, quickly forgetting what they hear, and getting distracted while trying to understand the meaning. Teacher two highlights difficulties stemming from non-native English speakers trying to understand native speakers, such as grappling with unfamiliar words or sounds and differentiating between similar-sounding words like 'd' and 't'. Teacher three focuses on issues related to the accents of native speakers, encountering new vocabulary, and the fast pace at which speakers talk. Overall, these responses point out challenges such as vocabulary recognition, understanding accents, and keeping up with the speed of speech, which students may face when listening to podcasts.

Question 09: Do you believe that podcasts increase students' motivation to learn English?

If yes, how?

	Yes/no	Justification
Teacher 01	Yes, it does	Because from my experience students prefer listening and they last longer listening to podcast than reading a lesson or reading a text
Teacher 02	Yes, I think podcasts will motivate learners to increase their motivation for learning English.	Because when they listen they will become as happy , I feel that they are excited and they want to speak like them to have their pronunciation they try to imitate them
Teacher 03	Yes, it does	By repeating the words after listening to the podcast

Table 10- The Students' motivation

According to the observation of the teachers, they believe that podcasts increase student's motivation to learn English in several ways. Teacher 1 believes that students prefer listening to

The Influence of podcasts Instruction on EFL learners Listening Skills

podcasts over reading lessons or texts, indicating that it sustains their interest for longer periods. Teacher number two thinks that podcasts make learners happy and excited, motivating them to speak like the speakers they hear and to improve their pronunciation by imitating them. Teacher 3 highlights the benefit of students repeating words after listening to podcasts, suggesting that this active engagement keeps them engaged and motivated. Overall, these responses suggest that podcasts enhance students' motivation by offering enjoyable listening experiences, opportunities for imitation, and active participation in language learning activities

Question 10: Do you prefer podcasts or traditional listening tools? Justify please?

	Traditional versus Modern listening (podcasts)	Justification
Teacher 01	They are both helpful but I think I prefer Podcasts	I think podcast because they have more extended time locations to one subject
Teacher 02	Podcasts	In our program each time we have audio files especially for ms1 ms2 ms3 in the first lessons so I have to use them I bring my loud speaker learners in the first lessons should listen and doing activities of filling the gaps , they order sometimes for the next lessons I don't use audio files maybe just pictures or I can ask them just to write
Teacher 03	podcasts	Learners are more attracted to technology tools

Table 11- Podcasts or Traditional Listening Tools

All three teachers seem to prefer podcasts over traditional listening tools. Teacher 1 favors podcasts because they provide more in-depth coverage of a single subject compared to

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traditional tools. Teacher 2 also opts for podcasts, citing their frequent use in the program they teach. They explain how podcasts are integrated into their lessons, particularly for listening activities and gap-filling exercises. Additionally, they mention using other resources like pictures or writing tasks for subsequent lessons. Teacher three's preference for podcasts is based on the appeal of technology tools to learners. They suggest that students are more engaged with technology, making podcasts a more attractive option. Overall, these responses indicate a preference for podcasts due to their extended coverage of topics, integration into teaching programs, and appeal to learners' interests in technology.

3- Teachers' Interview Discussion

The teachers' interview indicates a positive attitude towards using technology, including podcasts, for teaching English as a Foreign Language (EFL). They utilize various technological tools like data shows, computers, and smartphones to support the teaching and learning process at Zaguez Djelloul middle school. Regarding podcasts, the abundance of English podcasts available on the internet offers EFL teachers a wide range of resources to choose from, catering to different learner levels. The interview also highlights the benefits of podcasts in improving listening skills by exposing learners to authentic materials and diverse English accents, thus enriching their vocabulary and understanding of English culture. Additionally, incorporating podcasts into lessons breaks the monotony of traditional teaching methods, fostering increased interest, motivation, and learner autonomy. However, there is a need to raise awareness among teachers about the usefulness of e-tools like podcasts and provide resources such as listening laboratories to help learners practice listening effectively, especially in dedicated listening courses.

4-The Questions of the podcast

4-1- Description of the Podcast Questions

Different types of questions were given to third year middle school pupils to answer in order to evaluate their understanding of the podcasts instructions. The podcast speaks about social media and teenage health. The title was chosen because of its interesting content which can give the teenagers some information and instructions about the danger facing their lives from social media.

The podcast was an interview of about 6 minutes. The researcher used only 4 minutes because it was enough for 14-year-old pupils. The learners listen to the podcast twice a time because they need to concentrate more on the British accent and the expressions used in it. The third time of listening, the researcher distributed the papers of the questions and gave each learner (26 pupils), six simple questions to be answered in one hour. The researcher used gestures on the phone and some body signs to explain more the misunderstanding of words and fix the difficulties of the pronunciation.

4-2-The Analysis of the Podcasts Questions

marks	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	total
number of students	0	0	0	0	0	0	1	1	4	2	18	26
Percentage	0	0	0	0	0	0	3.84	3.84	15.38	7.69	69.23	100

Table 12- The Students' Marks

The Influence of podcasts Instruction on EFL learners Listening Skills

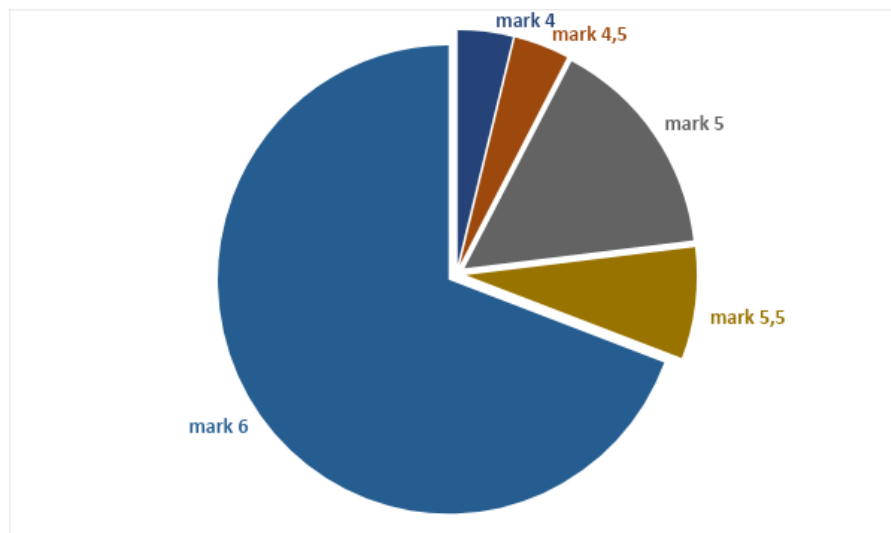


Figure 04- The Students' Marks

The results above show the different marks of the participants after listening to the podcast. A huge number 69.23% of students got a perfect score of 6 out of 6. This means that the majority of students answered all the questions correctly and showed a strong understanding of the podcast content. Additionally, 7.69% of students receive a score of 5.5 out of 6, which is also a high score. It suggests that they answered most of the questions correctly but might have missed a small detail. Moreover, 15.38% of students receives] a score of 5 out of 6. This indicates that they answered the majority of the questions correctly but they may have struggled with one question. However, 3.84% of students got a score of 4.5 out of 6, suggesting that they answered most questions correctly but found one or two questions challenging. Another 3.84% of students receive a score of 4 out of 6, which means that they answered about two-thirds of the questions correctly but may have found some questions difficult. No students scored lower than 4 out of 6. It indicates that overall, the majority of students performed well on the questions about the podcast content. To sum up, the results show that most students demonstrated a good understanding of the podcast content, with a large percentage achieving high scores. However, there were a few students who found some aspects of the content more challenging, resulting in slightly lower scores. Overall, the majority of students showed strong comprehension of the podcast material.

4-3 Podcasts Questions Discussion

The analysis of the podcast questions highlights a promising outcome, indicating a generally positive impact of podcast instruction on EFL learners' listening comprehension skills. The majority of students demonstrated a solid understanding of the podcast content, with many achieving perfect scores. However, the presence of varying degrees of proficiency among students suggests that while podcast instruction is effective for some, others may require additional support or different teaching approaches to maximize their comprehension. This finding underscores the importance of individualized instruction and differentiated learning strategies to cater to diverse student needs. Furthermore, the absence of students scoring below a reasonable level of comprehension indicates that the listening activity successfully engaged learners and facilitated their understanding of the material. This reinforces the notion that podcasts can serve as valuable instructional tools in EFL settings, offering authentic listening experiences that enhance language learning outcomes. The insights gained from this analysis provide valuable guidance for educators seeking to leverage podcast instruction to improve EFL learners' listening skills, emphasizing the need for targeted interventions and ongoing assessment to optimize learning outcomes.

5- The students' Questionnaire

The questionnaire served different types of questions in order to know the students listening to podcasts, difficulties and even their experience in using it. Additionally, it seeks to know the learners interest toward technological tools and to evaluate the degree to which they are familiar with the expression "podcasts" and whether or not the latter can improve their listening abilities.

A semi-structured questionnaire was administered using the descriptive method in order to gather the necessary data for the study, investigate the issues, and find out how third year middle school pupils feel about using podcasts as an electronic tool to improve their listening

comprehension. The main focus of the questionnaire is to examine how learners behave differently while using podcasts for EFL instruction.

This questionnaire is intended for third-year Zaguez Djelloul middle school students. There was a random selection of twenty-seven (27) students. The main reason for selecting this level of population is that middle school pupils are at a critical age for language acquisition, making it an ideal time to study the impact of innovative teaching methods like podcasts. Additionally, they are already attached with the technological tools in their daily lives, even they use the podcasts instructions in their oral and grammar courses as it is conducted in the teachers' yearly program.

5-1-The Analysis of the Questionnaire

1- The frequency of listening to podcasts in English

q1

		effective	Percentages
Valid	Daily	4	14.8
	Several times a week	3	11.1
	Once a week	4	14.8
	Occasionally	5	18.5
	Rarely	6	22.2
	Never	5	18.5
	Total	27	100.0

Table 13- The Frequency of Listening to English Podcasts

The Influence of podcasts Instruction on EFL learners Listening Skills

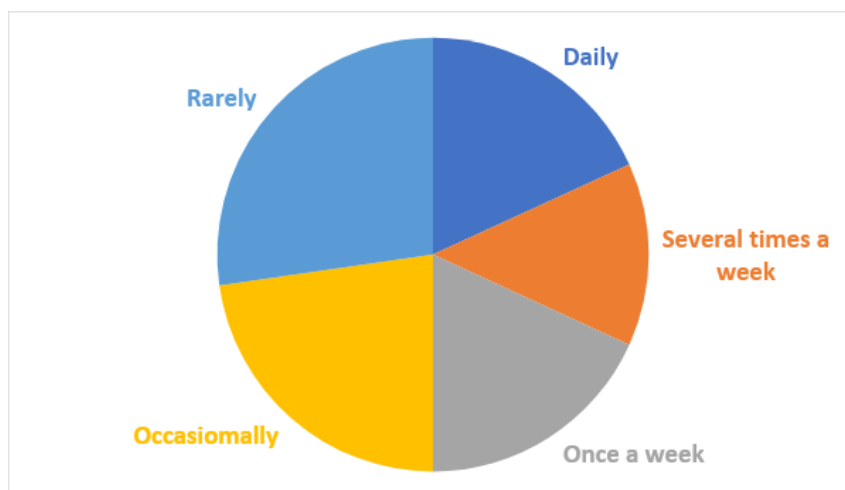


Figure 05- *The Frequency of Listening to English Podcast*

The above table demonstrates that all of the participants do listen to English podcasts. Those who daily listen represents the average of 14.8%, as well as for the others who do listen once a week. The percentage of 18.5%, stands for the participants who occasionally expose themselves to listening to English podcasts, as well as the ones who never do. However, there are 11.1% of the participants who do listen to English podcasts several times a week. On the other hand, 22.2% of participants never listen to it. Regardless how often they listen to English, learners will benefit from continual exposure to the language as it will help them become familiar with its many rhythms and sounds, which will ultimately help them improve their listening abilities.

2-Types of podcasts do learners listen to

q2

	effective	Percentage
Educational/Instructional	3	11.1
Entertainment	2	7.4
Valid News	11	40.7
Interviews	11	40.7
Total	27	100.0

Table 14- *Types of Podcasts*

The Influence of podcasts Instruction on EFL learners Listening Skills

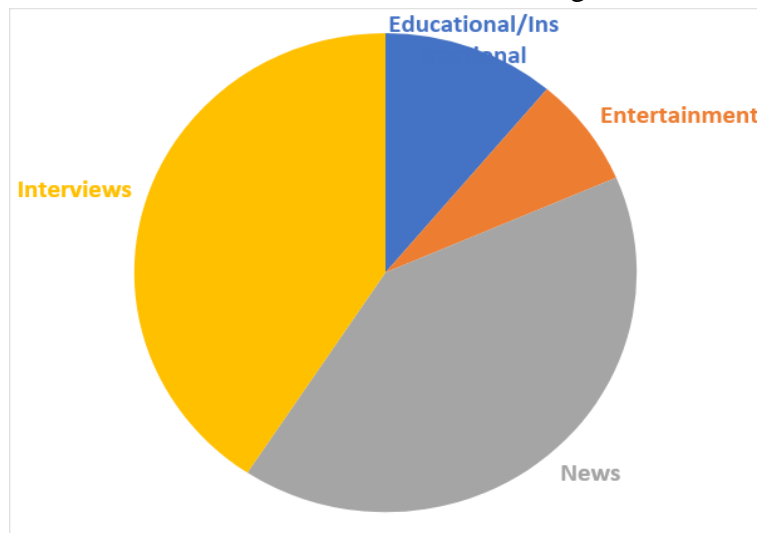


Figure 06- Types of Podcasts

The results shown in figure 2 illustrate the participants' types of podcasts they usually listen to. The majority of them 40.7 % chose two types of podcasts, news and interviews which indicate that they are interested in collecting information about several topics and sources. The numbers of those who listen to educational / instructional podcasts, which represents the average of 11.1%, surpass the number of others who listen for the sake of entertainment type, who represent the average of 7.4 %. This suggests that for many, podcasts are not only a source of fun but also a way to stay informed and educated.

3-The sources of listening to podcasts

q3

	effective	Percentage
Podcasting apps	1	3.7
Valid Websites	14	51.9
Other	12	44.4
Total	27	100.0

Table 15- The Sources of Listening to Podcasts

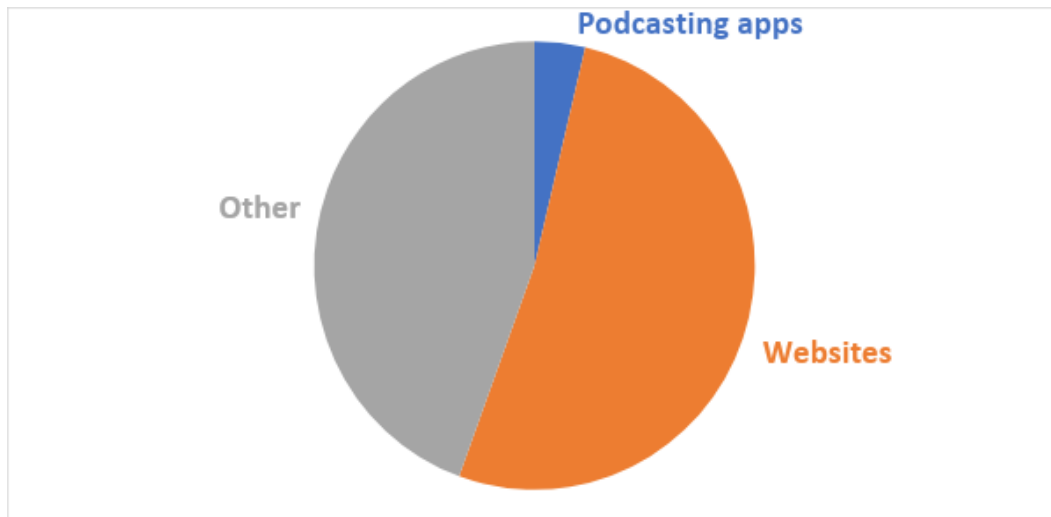


Figure07- The Sources of Listening to Podcasts

The results of the questionnaire show that students use different ways to listen to podcasts. A small number, 3.7%, use podcasting apps, which are special apps on phones or computers for listening to podcasts. Most students, about 51.9%, prefer to listen to podcasts on websites, which are places on the internet where you can find and play podcast episodes. Another 44.4% of students mentioned "other" sources, which could mean they listen to podcasts in different ways, like through social media or directly from podcast creators' websites. Overall, the results indicate that students use a variety of sources for listening to podcasts, with a notable preference for websites followed by "other" sources. While podcasting apps represent a smaller percentage, they still play a role in providing access to podcast content. The diversity of sources reflects the flexibility and accessibility of podcasts as a learning resource for students.

4- The experiences of participating in any English course or programs that utilize podcasts

q4

	effective	Percentage
Valid	yes	3 11.1
	no	24 88.9
Total	27	100.0

Table 16- The Experiences of Participants

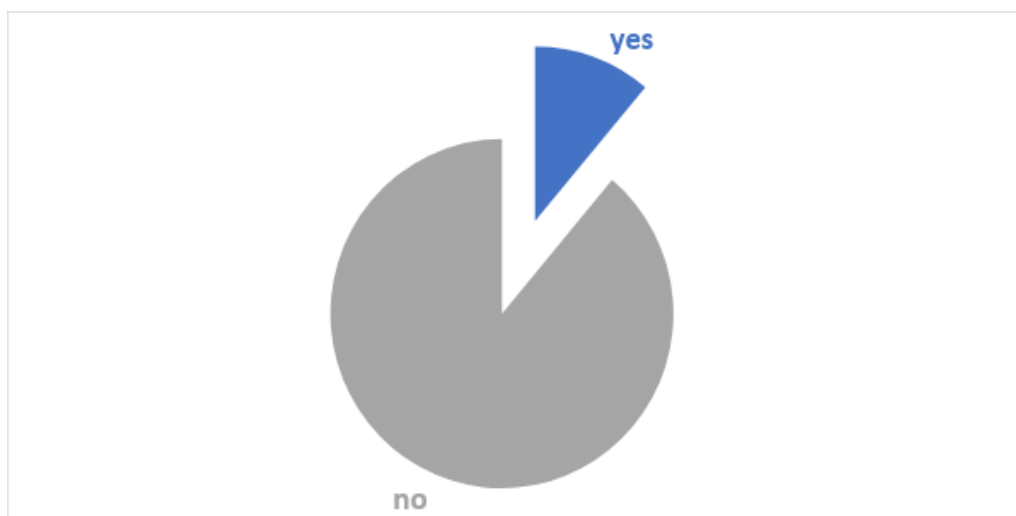


Figure 08- The Experiences of Participants

The figure above shows that most of the participants 88.9 do not access any English language courses or programs that utilize podcasts. This suggests that the use of podcasts in English language learning may not be widely adopted among the target participants. On the other hand, there are 11.1% who participate in such English courses and programs. This indicates that there is an opportunity to increase awareness and uptake of English courses or programs that incorporate podcasts.

5- The effectiveness of podcasts instruction in improving English listening skill

q5

	effective	Percentage
1	2	7.4
2	1	3.7
3	2	7.4
4	19	70.4
5	3	11.1
Total	27	100.0

Table 17 - The Effectiveness of Podcasts Instruction

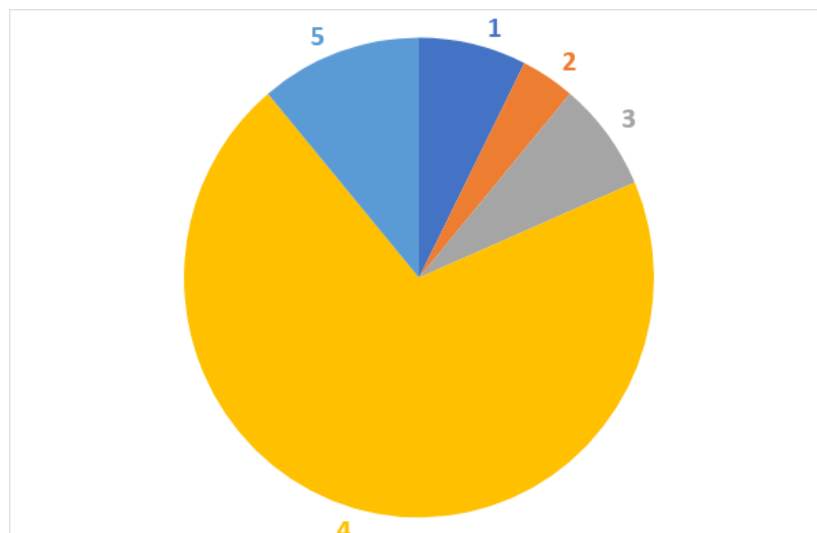


Figure 09- The Effectiveness of Podcasts Instruction

The results of the effectiveness of podcasts instruction in improving English listening skills reveal a general positive perception among respondents. A significant majority, comprising 70.4% of participants, rated podcasts highly effective, giving it a rating of 4 out of 5. An additional 11.1% of respondents rated it as extremely effective, indicating a strong endorsement of its impact on enhancing listening skills. However, there is a minority of participants, accounting for 7.4%, who rated podcasts instruction as moderately effective, suggesting room for improvement. Furthermore, 7.4% rated it as less effective, warranting attention to address potential shortcomings. These findings underscore the potential of podcasts instruction as a valuable tool for English language learning, while also highlighting the need for ongoing refinement and enhancement to optimize its effectiveness. Further research into the specific features and approaches within podcasts instruction programs can inform strategies to better meet the diverse needs of learners and maximize learning outcomes.

6-The beneficial aspects of podcasts instruction

q6

	effective	Percentage
Listening to natives	15	55.6
Variety of topics	11	40.7
Interactive opportunities	1	3.7
Total	27	100.0

Table 18-The Beneficial Aspects of Podcasts Instruction

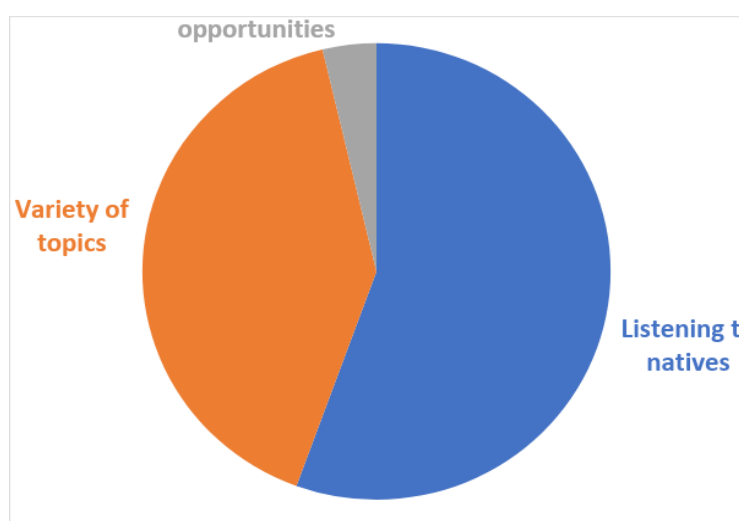


Figure 10-The Beneficial Aspects of Podcasts Instruction

The questionnaire results reveal that students perceive various aspects of podcasts instruction as beneficial for improving their English skills. A majority of 55.6% highlighted the significance of listening to native speakers, emphasizing the value of exposure to authentic language usage. This exposure aids in comprehension and familiarizes learners with different accents and pronunciations. Additionally, 40.7% of students appreciate the diverse range of topics covered in podcasts, recognizing its role in expanding vocabulary and understanding diverse concepts. While only 3.7% mentioned interactive opportunities, such as quizzes or discussions, these features are seen as valuable for enhancing engagement and reinforcing learning. Overall, the results underscore the multifaceted benefits of podcasts instruction, from

exposure to native speech to diverse content offerings, and the potential for interactive engagement in language learning.

6- podcast instruction versus traditional listening exercises

q7

	Effective	Percentages
Valid		
yes	14	51.9
no	13	48.1
Total	27	100.0

Table 19-Podcast instruction versus traditional listening exercises

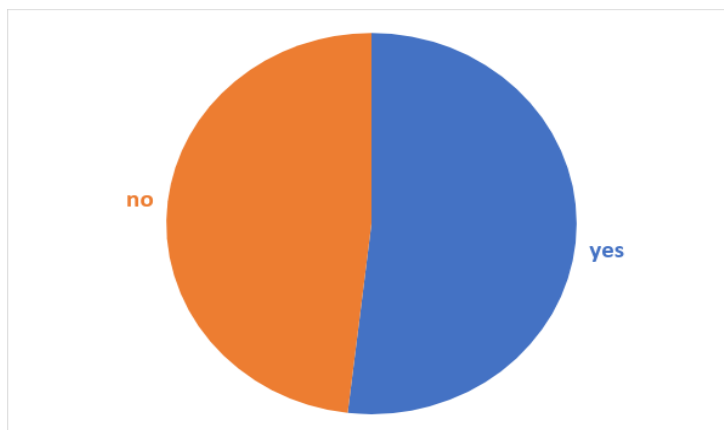


Figure 11 -Podcast instruction versus Traditional Listening Exercises

The above results are about what the participants liked most about using podcasts to improve their listening skills. Most of them, 55.6%, said they liked listening to native speakers the most. This means they enjoy hearing people who speak English as their first language because it helps them get better at understanding how English sounds in real life. Another group, 40.7%, said they liked that podcasts cover lots of different topics. They think it's helpful to listen to podcasts about different things because it helps them learn new words and

The Influence of podcasts Instruction on EFL learners Listening Skills

understand different ideas. Only a few people, 3.7%, said they liked the interactive parts of podcasts where they can do things like quizzes or talk with others. Even though not many people said this, it shows that some people like being able to do more than just listen. Overall, most people really like listening to native speakers on podcasts, and they think it is good to hear about lots of different topics.

8-The Influence of Podcasts on English Listening Skills

Q8

	effective	Percentage
Improved Significantly	13	48.1
Improved moderately	11	40.7
Valid No significant improvement	3	11.1
Total	27	100.0

Table20-The influence of podcasts on English Listening Skills

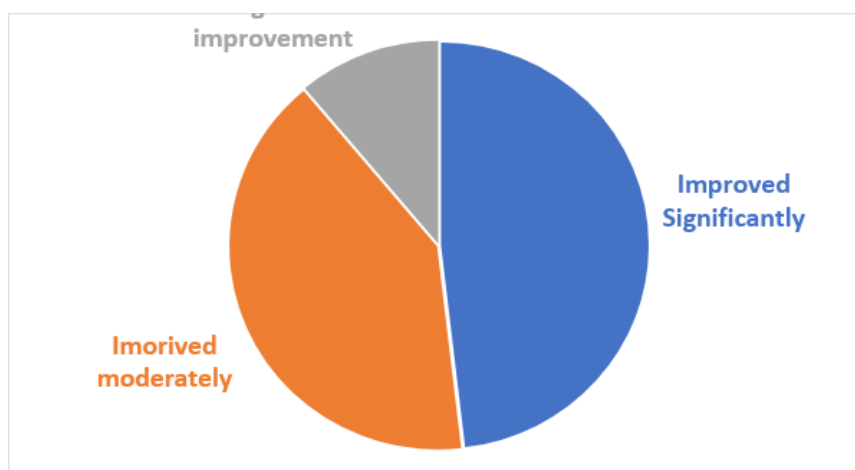


Figure 12-The influence of podcasts on English Listening Skills

In this question, participants were asked if they like using podcasts more than traditional listening exercises. About half, 51.9%, said yes, they find podcasts more engaging. This means

The Influence of podcasts Instruction on EFL learners Listening Skills

they think podcasts are more interesting or fun to use compared to traditional exercises like listening to recordings or lectures. However, almost the same number, 48.1%, said no, they do not find podcasts more engaging. This shows that some people still prefer the old-fashioned way of learning. Overall, the results suggest that while many people like using podcasts because they think it is more fun, there are still others who prefer the traditional exercises.

9-Improvement Areas in Listening Skills after Listening to Podcasts

q9

	Effective	Percentages
Valid		
yes	16	59.3
no	11	40.7
Total	27	100.0

Table 21-*The Improvement Areas in Listening Skills after Listening to Podcasts*

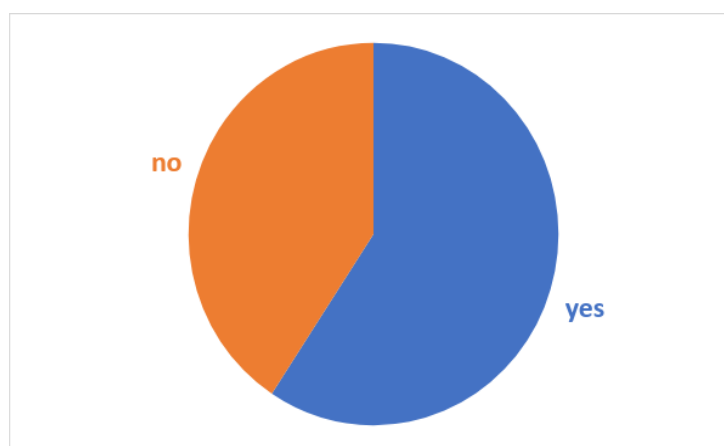


Figure 13-*Improvement Areas in Listening Skills after Listening to Podcasts*

The Influence of podcasts Instruction on EFL learners Listening Skills

This part measures if the participants noticed any specific improvements in their listening skills after using podcasts in their learning routine. Most of them, 59.3%, said yes, they did notice improvements. This means that they feel like they can understand English better in certain areas because of listening to podcasts regularly. However, 40.7% said no, they didn't notice any specific improvements. This suggests that while some people feel podcasts helped them, others may not have seen a big difference in their listening skills. Overall, the results show that many people believe podcasts can make a difference in how well they understand English, but not everyone may notice the same level of improvement.

10-The Help of Podcasts in Real Life English Listening Situations

q10

	Effective	Percentage
Valid yes	21	77.8
Valid no	6	22.2
Total	27	100.0

Table 22- The impact of Podcast Instruction on real Life English Listening Situations

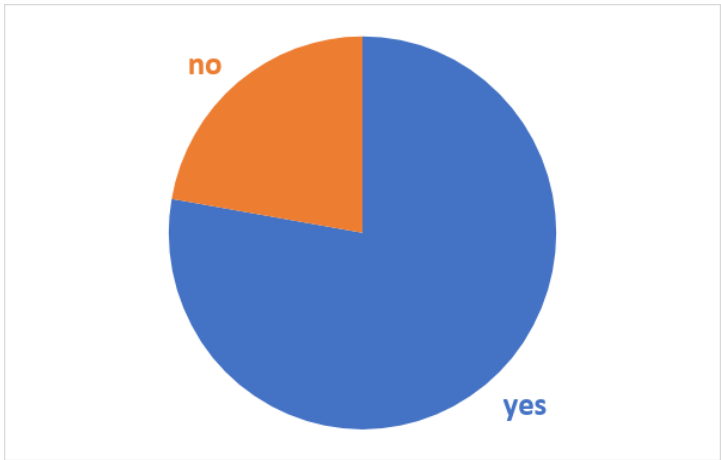


Figure 14- The impact of Podcast in real Life Listening Situations

The Influence of podcasts Instruction on EFL learners Listening Skills

At this stage participant were asked if people think listening to podcasts has helped them in real-life English listening situations. Most of them, 77.8%, said yes, they believe podcasts have been helpful. This means they feel more confident in understanding English when they are in real-life situations like talking with others or listening to English speakers in everyday life. However, 22.2% said no, they do not think podcasts have helped them in real-life situations. This suggests that while many people find podcasts useful, some may not see the same benefits when using their English skills outside of the learning environment. Overall, the results show that a large majority of people feel podcasts have had a positive impact on their ability to understand English in real-life situations, but there are still some who may not feel the same way.

11-The challenges have faced when using Podcasts

q11

	effective	Percentages
Difficulty understanding spoken language	14	51.9
Unfamiliar vocabulary and expressions	8	29.6
Diverse accents and pronunciations	5	18.5
Total	27	100.0

Table 23- The Challenges of Students While using Podcasts

The Influence of podcasts Instruction on EFL learners Listening Skills

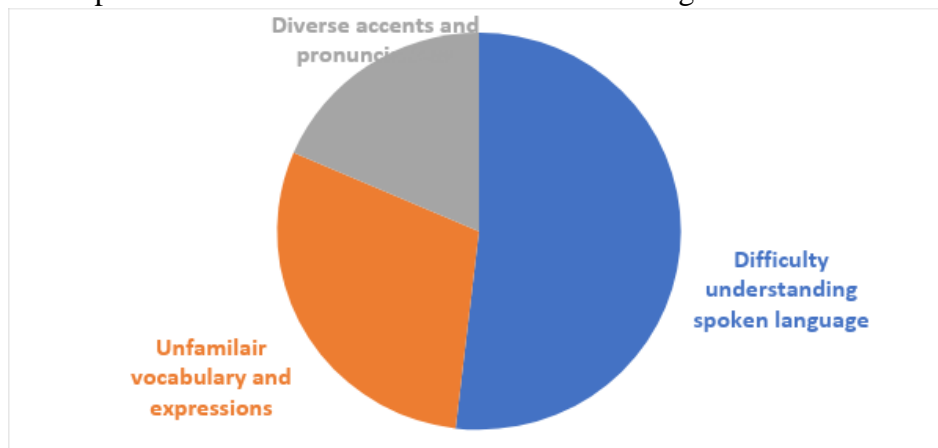


Figure 15- The Students Challenges while using Podcast

The students were asked about the challenges they faced when using podcasts to learn English. Most of them, 51.9%, said they had difficulty understanding spoken language. This means they found it hard to catch what people were saying in the podcasts. Another group, 29.6%, mentioned unfamiliar vocabulary and expressions as a challenge. This shows that they struggled with words or phrases they did not know. A smaller number, 18.5%, said diverse accents and pronunciation were challenging. This suggests that different ways people speak English made it tough for them to understand. Overall, the results reveal that the main challenges people faced with using podcasts for learning English were difficulty understanding spoken language, unfamiliar vocabulary, and diverse accents and pronunciation.

12- Additional comments regarding the use of podcasts

q12

	effective	Percentage
yes	1	3.7
Valid no	26	96.3
Total	27	100.0

Table 24- The Additional Comments

The Influence of podcasts Instruction on EFL learners Listening Skills

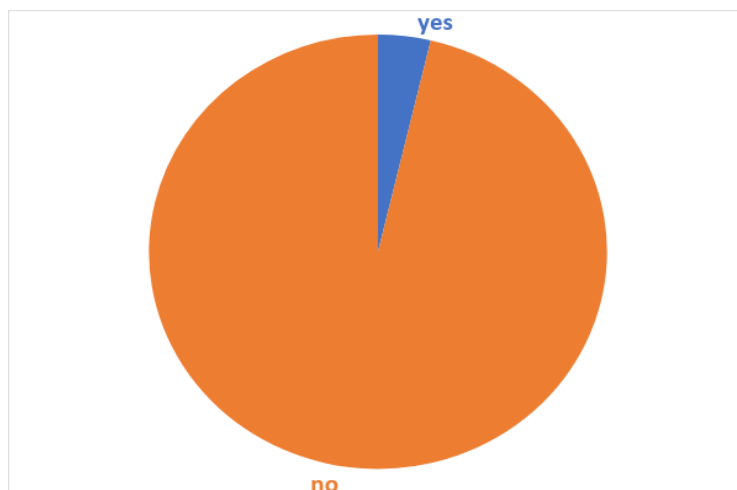


Figure 16 – The Additional comments

The table above shows only a small percentage, 3.7%, said yes, they had something to say. This means that most people, 96.3%, did not have any extra comments or suggestions. Out of those who did, 51.9% mentioned difficulty understanding spoken language as their main concern. This suggests that many learners struggle with understanding what people are saying in podcasts. Overall, while a few people had additional comments or suggestions, the majority did, and those who did mainly talked about the challenge of understanding spoken language.

Conclusion

As discussed in this chapter, according to the results and the analysis of the teachers' interview, the questions about the podcast and the students' questionnaire revealed that podcasts have a significant role on EFL learning and teaching. They also confirmed the value of podcasts as an electronic tool for language learning and for improving listening comprehension. Additionally, it satisfies the teachers' requirement to present listening courses in a simple and comfortable manner.

General conclusion

The purpose of this work is to measure and discuss the influence of podcasts instructions on EFL learners' listening skills at Zaguez Djeloul middle school. The investigation was divided into two main sections: the theoretical part and the fieldwork. The theoretical part revealed the study of the two variables which are the podcasts instructions and the listening skills. The first chapter focuses on podcasts with its forms additionally to its significance on teaching and learning. However, the second chapter discussed the main shapes and points of listening skills. The third chapter covered the analysis and the discussion of the teachers' interview, the students' questionnaire and the questions about podcasts of social media and teenage health.

The data collection was gathered from third year pupils and three English teachers of Zaguez Djeloul middle school. The main reason behind choosing this study case is the curiosity of the researcher about if the teenagers of about 13 and 14 years old could interact with podcasts, if it influenced their listening abilities and if it is important to acquire knowledge. In addition, they have some courses like grammar and oral expression where most of time the teachers use podcasts to do their activities. The other tool used by the researcher is recorded interview conducted on three teachers who are mixed between new, few years and more experience on teaching. Which can show the researcher if podcast instructions is an effective tool for a long time or just in recent years that will support and give more insights to the investigation.

There are positive attitudes regarding the findings and discussions about the influence of technology tools on learning and teaching. More precisely, the effectiveness of podcasts instructions on the listening skills of EFL learners. It is found that podcasts are a helpful tool in acquiring knowledge, new words, new vocabulary, the correct spelling of the pronunciation, and even in their real life situations. According to the teacher's view, they are also supporting this technological tool as it can help them work in class. Making changes in their presented

The Influence of podcasts Instruction on EFL learners Listening Skills

lessons and adding some challenges and enjoyment between the learners. However, the success of podcasts relies on the teachers' familiarity with using this kind of electronic medium and their careful selection of the right information in a way that directs the students in order to fulfill the learning goals.

To conclude, the podcast plays an important role on EFL learners' listening skills and this confirms the hypothesis given by the researcher that EFL learners who receive podcast instruction will demonstrate significant improvement in their overall listening comprehension scores compared to those who do not receive podcast instruction. These findings conclude that podcasts are reliable on EFL learners' listening and knowledge.

Recommendations

In order to incorporate podcasts into EFL instruction at Zaguez Djeloul middle school, the following suggestions must be taken into consideration:

- Educators must receive instruction on how to use e-tools, particularly podcasts.
 - Lab classes on listening are recommended for EFL students.
 - Expanding the number of laboratories available to students so they can improve their listening skills.
- Create original podcasts that Zaguez Djelloul middle school publishes for download and usage by students. Furthermore, sharing them with other colleges around the globe allows them to expand even further.

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Appendices

Appendix One

Students' Questionnaire

Dear students, this investigation aims to measure “the effects of podcasts on EFL learners’ listening comprehension” among 3rd year students of Zaguez Djelloul middle school. Your opinions are rather helpful and significant for the undertaken research. Rest assured that the provided answers are kept in the strictest confidentiality. Your participation is enormously appreciated

Please, tick (√) the appropriate answer

1- How frequently do you listen to podcasts in English?

- Daily
- Several times a week
- Once a week
- Occasionally
- Rarely
- Never

2- What types of podcasts do you usually listen to? (Select all that apply)

- Educational/Instructional
- Entertainment
- News
- Interviews

Others (please specify)

.....
.....

3- How do you typically access podcasts?

- Podcasting apps (e.g., Spotify, Apple Podcasts)
- Websites

Other (please specify):

.....
.....

4- Have you participated in any English language courses or programs that utilize podcasts as a learning resource? (Yes/No) If yes, please describe your experience briefly

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

5- On a scale of 1 to 5, how effective do you think podcast instruction is for improving English listening skills? (1 = Not effective at all, 5 = extremely effective)

.....
.....

6- What aspects of podcast instruction do you find most beneficial for improving listening skills?

- Listening to natives
- Variety of topics
- Interactive learning
- Interactive opportunities

7- Do you find podcast instruction more engaging compared to traditional listening exercises (e.g., listening to recorded dialogues, lectures)? (Yes/No) If yes, please explain why

.....
.....

8- How do you think listening to podcasts has influenced your English listening skills?

- Improved significantly

- Improved moderately
- No significant improvement
- Declined slightly
- Declined significantly

9- Have you noticed any specific areas of improvement in your listening skills after incorporating podcasts into your learning routine? (e.g., vocabulary acquisition, comprehension, pronunciation) Please describe

.....
.....

10- Do you think listening to podcasts has helped you in real-life English listening situations (e.g., understanding conversations, watching English movies)? (Yes/No) If yes, please provide examples

.....
.....

11- What are some challenges you have faced when using podcasts as a learning resource for English?

- Difficulty understanding spoken language
- Unfamiliar vocabulary and expressions
- Diverse accents and pronunciations

12- Any additional comments or suggestions regarding the use of podcasts for improving English listening skills

.....
.....

Appendix two

Teachers' interview

- How long have you been teaching English?
- Do you use technology to teach English?
- What kind of technology do you use?
- Does technology help in teaching and learning EFL? If yes, how?
- Have you ever listened to English podcasts? If yes, how long have you been listening to it?
- In your opinion, are podcasts a helpful and useful tool for learning and teaching English?
- Can podcasts help learners improve their skills? How?
- What issues might students run into when they listen to podcasts?
- Do you believe that podcasts increase students' motivation to learn English? If yes, how?
- Do you prefer podcasts or traditional listening tools? justify please

Appendix three

Questions of the podcasts

The Questions

1- What do you think about social media?

.....

2- What are the advantages and disadvantages of social media?

.....

.....

.....

3- Does social media damage health?

.....

4- How does it influence teenagers?

.....

.....

5- How long should it be used?

.....

.....

6- What does it mean the expression “**Algorithm**” according to the podcast ?

.....

.....

الملخص

أصبحت المدونات الصوتية أداة مفيدة في تعليم اللغة نظرًا لتزايد توافر الوسائط الرقمية وشعبيتها. تتناول هذه الدراسة تأثير التعرض المنتظم للبودكاست باللغة الإنجليزية على مهارات الفهم السمعي لدى طلاب اللغة الإنجليزية كلغة أجنبية. يهدف هذا البحث بشكل أساسي إلى دراسة تأثير تعليم البودكاست على مهارات الاستماع لدى متعلمي اللغة الإنجليزية كلغة أجنبية. عند مقارنتها بمتعلمي اللغة الإنجليزية كلغة أجنبية الذين لا يتلقون تدريس البودكاست، فإن أولئك الذين أظهروا تحسناً ملحوظاً في تقييماهم الشاملة لفهم الاستماع. يستخدم الباحث استراتيجية مختلطة تجمع بين الأساليب الكمية والنوعية. في حين أن المكون النوعي يتضمن مقابلة مع مجموعة فرعية من المعلمين لمعرفة المزيد حول وجهات نظرهم حول استخدام البودكاست، فإن المكون الكمي يتضمن تصميمًا قبليًا وبعديًا للاختبار، حيث يخضع المشاركون لاختبار فهم الاستماع واستبيان قبل وبعد الانخراط في تعليمات البودكاست. مجموعة سكانية أساسية تتكون من 27 طالبًا من برنامج اللغة الإنجليزية كلغة أجنبية في السنة الثالثة بمدرسة زاغز جلول المستخدمة في هذه الدراسة. يتم اختيار مجموعة عشوائية من المشاركين في مجموعة تستمع إلى البودكاست التعليمي. ومع ذلك، من أجل الحصول على رؤى وتصورات حول عملية التدريس والتعلم باستخدام هذه الأدوات الإلكترونية، يختار الباحث ثلاثة معلمين. تظهر النتائج أنه من خلال توفير إمكانيات التعلم السياقي، والتعرض لمجموعة متنوعة من اللهجات، واستخدام اللغة الأصلية، تعمل البودكاست على تحسين قدرات الاستماع بشكل كبير. علاوة على ذلك، أعرب الطلاب عن قدر أكبر من التحفيز والمشاركة، ونسبوا تقدمهم إلى جودة الاستماع إلى البودكاست القابلة للتكيف والممتعة. تشير هذه النتائج إلى أن استخدام البودكاست في دورات اللغة الإنجليزية كلغة أجنبية يمكن أن يساعد بشكل فعال في تحسين مهارات الاستماع، مما يوفر إضافة مفيدة ودودة لتقنيات تدريس اللغة التقليدية.

الكلمات المفتاحية: الفهم السمعي، التعرض للغة الأصلية، متعلمي اللغة الإنجليزية كلغة أجنبية، إتقان

اللغة، تعليمات البودكاست.